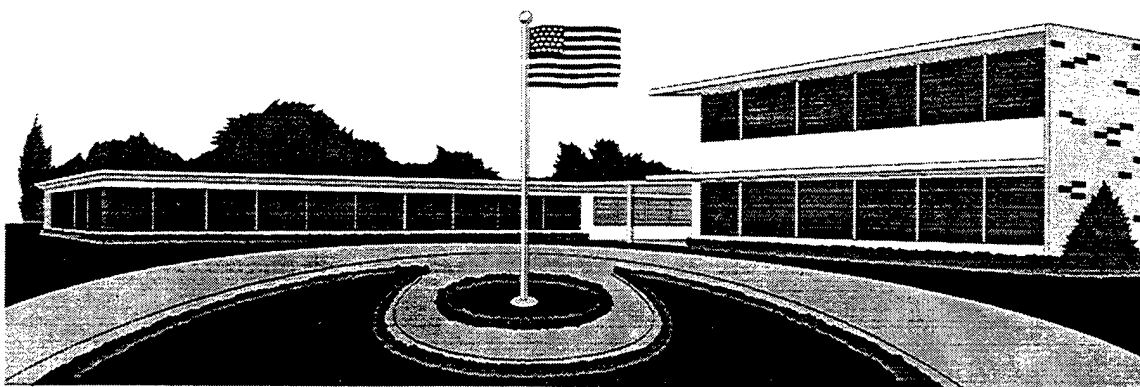




Department
of Defense

FY
2001

Military Manpower Training Report



JUNE 2001

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Department
of Defense

Military Manpower Training Report

FY 2001

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Department of the Air Force, Air Education and Training Command (AETC)

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EXECUTIVE SUMMARY

The Military Manpower Training Report describes individual institutional military training requirements. Specifically, the report compiles Department of Defense military student training data by Service component and fiscal year for each category of individual institutional training. Data for this report are compiled and submitted by the Services and are consistent with Service military manpower strengths and budget submissions as of the beginning of the fiscal year being reported. This report only reflects FY 2001 data, due to the delay in the publication of the FY 2002 President's Budget. The Department of Defense's projected student training load requirements are listed below:

TABLE 1. Component Student Load	
	FY01
Active Components	
Army	55,042
Navy	44,063
Marine Corps	20,484
Air Force	32,253
Subtotal	151,842
Reserve Components	
Army Reserve	8,723
Army National Guard	10,666
Naval Reserve	722
Marine Corps Reserve	2,799
Air Force Reserve	1,561
Air National Guard	3,566
Subtotal	28,037
Total	179,879

Overview of Training Load

"Training load" is the number of student-years that a Service Component received (or projects to receive) in formal institutional training and education courses during a fiscal year. The total DoD training load required for FY 2001 is 179,879. About 84 percent of this training load is for members of the Active Forces. The remaining 16 percent are training for members of Reserve Components. Whenever possible, Reserve Component personnel attend the same classes and are provided the same instruction as Active Force personnel.

Table 2 displays the distribution of training loads in FY 2001 by category of training.

TABLE 2. Distribution of Training Load	
FY01	
Training Category	
Recruit Training	39,133
One-Station Unit Training (Army)	9,378
Officer Acquisition Training	18,960
Specialized Skill Training	94,748
Flight Training	5,277
Professional Development Education	12,383
Total	179,879

Categories of institutional training with larger shares of training load are Specialized Skill Training, Recruit Training, and the Army One-Station Unit Training, are strongly influenced by the number of enlisted non-prior service accessions. Specialized Skill Training is the largest training category for FY 2001 with 52 percent of the Active Force and 55 percent of the Reserve Component load.

Table 3 divides the required training load for FY 2001 into two parts: (1) accession-related training which provides entering personnel with the initial skills needed to perform the duties of their first military occupations; and (2) other training that is conducted to prepare members for more specialized duties in subsequent stages of their military careers.

For FY 2001, training related to new accessions amounts to about 68 percent of all training programmed for Active Components and about 86 percent for Reserve Components. These percentages of training loads dedicated to accession-related requirements highlights the priority that military services place on training new military members. Detailed information on each category of training is provided in Chapters III through VII of this report.

TABLE 3. Accession-Related Training (Thousands of Loads)		
	FY01	
	Active	Reserve
Accession Related Load		
Recruit	30.5	8.6
One-Station Unit Training	6.7	2.7
Officer Acquisition	18.7	0.2
Initial Skill (Officer & Enlisted)	44.3	12.1
Undergraduate Flight	3.3	0.4
Subtotal	103.5	24.0
Other Training Load		
Other Specialized Skill	35.1	3.2
Other Flight	1.4	0.2
Professional Development	11.8	0.6
Subtotal	48.3	4.0
Total Load	151.8	28.0
Accession Related Load as a Percent of Total Load	68%	86%

Manpower In Support of Individual Training

Individual training establishments require manpower to conduct and support instruction, manage military schools and training centers, maintain training bases, and provide support to students, military staff members and their dependents. Chapter VIII of this report provides information about the military and civilian manpower needed for individual training. Manpower in support of individual training for FY 2001 is shown in the following tables by Service and by function. Manpower data for specified Major Force Program 8 "Training, Medical and other General Personnel Activities" Program Elements are extracted for this report from Service budget submissions, reference Chapter VIII and Appendix C.

TABLE 4. DoD Manpower in Support of Individual Training by Service (End Strength, Thousands)			
	FY01		
	MIL	CIV	Total
Army	28.9	15.7	44.6
Navy	18.2	5.9	24.1
Marine Corps	12.0	1.6	13.6
Air Force	16.5	9.5	26.0
Total	75.6	32.7	108.3

Note: All individual training categories are included. The manpower includes instructors, instructional support, school/training center administration, student supervision and direct training support.

TABLE 5. DoD Manpower in Support of Individual Training by Function (End Strength, Thousands)			
	FY01		
	MIL	CIV	Total
Conduct of Individual Training	59.7	12.2	71.9
Operating Support	14.9	19.3	34.2
Training Headquarters	1.0	1.2	2.2
Total	75.6	32.7	108.3

Funding In Support of Individual/Institutional Training

Individual/Institutional Training activities reported in the Military Manpower Training Report are funded within Major Force Program 8, "Training, Medical and Other General Personnel Activities." Funding of specified Major Force Program 8 Program Elements are extracted for this report from Service budget submissions, reference Chapter IX and Appendix C, and are summarized in Tables 6 and 7.

TABLE 6. Funding of Individual Training (All Appropriations) by Service Then-Year \$, (Millions)	
FY01	
Army	\$5,916.2
Navy	4,355.3
Marine Corps	1,726.0
Air Force	4,221.2
Total	\$16,218.7

TABLE 7. Funding of Individual Training (All Appropriations) By Category (Then-Year \$, Millions)	
FY01	
Recruit Training	\$1,303.7
Officer Acquisition Training	666.2
Specialized Skill Training	4,867.5
Flight Training	2,828.6
Professional Development Education	1,041.1
Army One-Station Unit Training	271.8
Direct Training Support	703.6
Training Base Support	3,238.4
Training Management Headquarters	164.3
Reserve Component Pay and Allowance	1,133.5
Total	\$16,218.7

Trends in Individual Training

This section summarizes information on individual training loads, workloads, manpower and funding. Two years of actual (executed) data are provided to compare with projections for budget year(s) estimates. Please note that for various reasons unrelated to the requirements for training, Services typically are not able to execute 100 percent of their estimated training loads. Table 8 shows the actual training loads for FY 1998 through FY 2000 and projected training loads for FY 2001 for each Active and Reserve Component.

TABLE 8. Active and Reserve Training Load Trends by Service (Thousands of Loads)				
	Actual			Estimate
	FY98	FY99	FY00	FY01
Active Components				
Army	44.6	44.8	48.6	55.0
Navy	40.2	40.5	43.3	44.1
Marine Corps	19.8	17.9	19.0	20.5
Air Force	26.2	29.3	28.3	32.3
Subtotal	130.8	132.6	139.3	151.8
Reserve Components				
Army National Guard	8.0	8.7	8.5	10.7
Army Reserve	6.0	5.9	6.3	8.7
Naval Reserve	.7	.6	.6	.7
Marine Corps Reserve	2.8	2.2	2.4	2.8
Air National Guard	2.4	2.3	2.6	3.6
Air Reserve	2.6	1.0	1.1	1.6
Subtotal	22.6	20.7	21.6	28.0
Total	153.4	153.3	160.9	179.8

Table 9 shows actual training workloads conducted by Service for FY 1998 through FY 2000 and projected training workloads for FY 2001. Training workload compilations include students from other Service components, DoD civilian personnel, other U.S. government agencies, as well as foreign students.

TABLE 9. Training Workload Trends (Thousands of Loads)				
	Actual			Estimate
	FY98	FY99	FY00	FY01
Army	60	64	63	73
Navy	44	44	46	47
Marine Corps	17	16	16	18
Air Force	32	31	31	37
Total	153	154	156	175

The following two tables demonstrate the Department's emphasis on improving training efficiencies. Although total training workload requirements are estimated to increase by 14 percent from FY 1999 to FY 2001, there has been a 12 percent reduction in training manpower.

TABLE 10. Manpower Trends in Support of Training (Combined Military and Civilian End Strengths, Thousands)				
	Actual			Estimate
	FY98	FY99	FY00	FY01
Army	48.8	45.4	46.3	44.6
Navy	28.2	33.9	23.1	24.1
Marine Corps	13.8	13.7	13.7	13.6
Air Force	27.6	31.2	26.3	26.0
Total	118.4	124.2	109.4	108.3

TABLE 11. Individual Training Funding Trends (All Appropriations, Billions)				
	Actual			Estimate
	FY98	FY99	FY00	FY01
Army	5.6	5.6	5.7	5.9
Navy	4.2	4.5	4.7	4.4
Marine Corps	1.6	1.8	1.8	1.7
Air Force	3.4	3.7	4.0	4.2
Total	14.8	15.6	16.2	16.2

Chapter I

INTRODUCTION

The Necessity for Individual Training

The primary goal of individual training is to prepare military personnel to assume jobs in Active and Reserve Component organizations. Individual training is intended to provide individual service members the skills and knowledge that will qualify them to perform effectively as members of operational military units. One of the cornerstones of personnel readiness is conducting effective individual training at Service Training Institutions. Maintaining excellence in our individual training at Service Training Institutions during peacetime helps assure that military personnel will be ready to respond in a national emergency.

Training Requirements and Manpower Requirements

Requirements for the training and education of military personnel are derived from national security objectives. The Report of the Secretary of Defense to the Congress, the Defense Manpower Requirements Report, and the Military Manpower Training Report (MMTR) describe the progression from national security objectives to training load requirements. The Report of the Secretary of Defense explains the relationship between the threat and the forces designed to cope with the threat. The Defense Manpower Requirements Report describes the requirement for trained manpower to man the forces. Using this trained manpower requirement as its starting point, the Military Manpower Training Report details the amount of training needed and describes the "training demand" in terms of student loads. The Defense Manpower Requirements Report and the Military Manpower Training Report are mutually supportive. Data in the two reports, however, is not interchangeable or directly comparable. The principal reason for this difference is that the Defense Manpower Requirements Report focuses upon requested strength on the last day of fiscal years (that is, end strength), whereas the Military Manpower Training Report focuses upon cumulative student man-years (a concept more comparable to average strength).

Institutional Training Funding

Institutional Training activities reported in the MMTR are funded within several of the nine categories of the Central Training Infrastructure (2A2T). Institutional training discussed throughout this report is also conducted under the funding of Major Force Program 8, "Training, Medical and Other General Personnel Activities." These overall Defense resource management systems include the funding of various other training activities that are not included in the MMTR such as command managed training programs, civilian employee education and training, voluntary/off-duty education, and

dependent education. Funds to support these programs are not within the purview of the MMTR.

Additionally, the MMTR differs in structure from budget justification submissions. Budget justifications focus on explaining how, by whom, and why money is to be spent. Each Service prepares budgets for their training workload (training that they will conduct in their institutions) which includes funding required to train personnel from other Services, and others, in addition to their own personnel. By contrast, the MMTR details the Services' requirements for student man-years of training (training loads) regardless of the training establishment that conducts the training. For example, Marine Corps personnel being trained by the Army are treated as part of the Marine Corps training load in the MMTR since students are being trained to fill Marine Corps requirements. However, in budget justification documents and the Institutional Training Readiness Report, Marine Corps students attending Army schools are included in the Army training workload.

Personnel undergoing individual training and education are classified for manpower accounting purposes as trainees, students, or cadets. The term "trainees" is generally used for all enlisted personnel in Recruit Training and Initial Skill Training. "cadets" (or "midshipmen" in the case of the Naval Academy) are members being educated at one of the Service academies. All others receiving individual training and education are identified as "students." The distinction is not relevant for the purposes of this report, but may be relevant for budget submissions and other reports. Students undergoing individual education and training at Active Component institutions include:

- Active Component officers, warrant officers, noncommissioned officers, enlisted personnel, and Service academy cadets and midshipmen.
- Reserve Component officers, warrant officers, noncommissioned officers, and enlisted members on active duty for training.
- DoD civilian employees, other federal service employees, government contractor employees, and foreign service members.

Definition of "Individual Training and Education"

This report covers "individual training and education" activities of the Department of Defense; that is, the training of individual military members in formal courses conducted by organizations whose primary mission is training. This training is different from training activities conducted by operational units incidental to their primary combat, combat support, or combat service support missions. Training conducted within operational units (including the training of crews and teams) is not included in the training loads discussed in this report. Additionally, training accomplished through non-resident training programs, such as On-the-Job Training (OJT) and distance/distributed learning, are not included in the training loads discussed in this report (even though these non-resident programs may substitute for all or parts of formal/resident course training requirements). "Individual education and training" reported in the MMTR

includes formal military and technical training and professional education conducted by Active Component schools under centralized Training Command control.

Definitions of Institutional Training Categories

Chapters III through VII of this report address each of the major categories of institutional training. These major categories are briefly defined below. Each chapter will more fully describe the training category and its sub-categories, the required training loads, and the training methodology.

Recruit Training - provides introductory physical conditioning and military training to indoctrinate and acclimate enlisted entrants in each of the Services to military life. It is also known as basic training.

One-Station Unit Training (OSUT) - an Army training program that meets the training objectives of both Recruit Training and Specialized Skill Training in certain skill areas through a single course conducted by a single training institution. It includes elements of two categories of training and is treated separately in this report.

Officer Acquisition Training - provides education and training that leads to commissioning in one of the Services, also known as pre-commissioning training. Examples are programs of the Service academies and Officer Candidate/Training Schools. Students not included in Active Component end strengths, such as Reserve Officers' Training Corps cadets, are not included in training load compilations in the MMTR.

Specialized Skill Training - provides personnel with initial job qualification skills and new or higher levels of skill in military specialties or functional areas to meet specific job requirements. This category includes the sub-categories of initial skill, skill progression, and functional training.

Flight Training - provides initial individual flying skills needed by pilots, navigators, and naval flight officers to permit them to function effectively upon assignment to operational aircraft flight programs and/or operational units. Flight training programs culminate in an officer receiving "wings" and being categorized as a "designated" or "rated" officer. Postgraduate flying training on operational aircraft or conducted by operational units is beyond the purview of the MMTR institutional training reporting requirements.

Professional Development Education - includes educational courses conducted at Service schools or at civilian institutions to broaden the outlook and knowledge of military personnel or to impart knowledge in advanced academic disciplines to meet Service requirements. Instruction of this type prepares individuals for progressively more demanding assignments, particularly for higher command and staff positions.

Determining Training Requirements and Training Load

The amount and type of training to be conducted in the Department of Defense is the product of a series of calculations. The process begins with the determination of the

requirement for military personnel with specific skills to fill positions in the approved or projected force. The Services, over the years, have developed detailed, systematic methods of determining the manpower needed to man and support the forces. These estimates take into account probable rates of change to the current inventory -- through reenlistment, promotion, discharge, death, retirement, or other causes. These estimates are based on the best historical information available, tempered by judgment of how future personnel policies, the state of the economy, behavioral patterns, and other factors (many of them difficult to predict) will affect the probabilities that a trained individual will remain in the Service. From these manpower requirements the need for trained personnel with specific skills can then be derived. For example, a given force structure establishes the number of trained enlisted personnel needed. The number of authorized positions within that force structure for radar technicians establishes the basic requirement for trained personnel with that skill. This process is repeated periodically for all skills and skill levels for each Service, for both officer and enlisted skills. The total of all personnel in all skills needed to perform all the jobs in the force at a point in time represents the total requirement for trained manpower to fill current and projected skill shortages for that time.

The requirement for the training of personnel to maintain the skill inventory becomes part of the workload of the Service training establishments. Training load is measured by Component in terms of the cumulative military student-years, or training load. The training load for a given period is a measure of the amount of training to be accomplished. It is also a basis for establishing the requirement for resources (manpower, funds, materiel, and facilities) needed to support the training to be conducted by a Service.

Training load for a given period is the cumulative student strength for the period, roughly equal to man-years. The total training load is the sum of the loads for all the individual courses. Training loads for individual courses are calculated from the following factors:

- The length of the course;
- The desired number of graduates, or output, of the course; and
- The number of entrants, or inputs, into the course required in order to obtain the desired output. This depends on the pattern of attrition for the course.

Training load is computed by the following formula:

$$\frac{\text{Entrants} + \text{Graduates}}{2} \times \text{Course Length}^1 = \text{Load}$$

¹Training time is expressed as a fraction of a year

This formula is the basic method for computing the training loads discussed in this report, although details in some calculations may differ slightly among the Services and among the training categories. Training load data is calculated by class and aggregated by course and training category. Fractions of carryover classes conducted during the

year are included as though they were separate classes. Individuals remaining in class at the end of a period are not counted as graduates, nor are individuals already in a class at the beginning of a period counted as entrants. If attrition does not occur at a uniform rate (as is frequently the case) and the rate and phasing of that attrition can be specified, more complex formulas and computer routines are used to estimate training loads.

Accuracy in Projecting Training Loads

Training load requirements are estimated well in advance of the period when the training is actually conducted. While loads for some long lead-time programs, such as the Service Academies, can be predicted with considerable accuracy, there are many uncertainties in projecting training loads. Some of the causes of the uncertainty are:

- Unanticipated changes in end strength levels and force structure, requiring adjustment of the skill inventory and the mix of courses in the training load.
- Unpredictability of individual decisions to enlist, re-enlist, or retire. These factors may lead to unanticipated changes in the skill inventory, requiring changes in the composition or size of training loads or to shifts of portions of the training load from one fiscal period to the following period.
- Changes in attrition rates and patterns, causing unprogrammed fluctuations in training rates and loads.
- The process of projecting training loads may be further complicated by the seasonal and cyclical nature of new accessions to the Services. By forecasting training needs as far as possible into the future and continuously reviewing and adjusting training load requirements, the Services adapt the training system to changing conditions. Projections are subject to change. Adjustments are inevitable -- in fact, necessary -- for good management.

It is important to emphasize that training load data for the FY 2001 MMTR may differ slightly from prior MMTRs due to the shift in time of submission of this report. Previously, MMTRs were compiled from Service submissions to the Future Years Defense Program (FYDP) for the annual President's Budget (January/February). The FY 2001 MMTR was compiled at the beginning of the fiscal year (concurrent with the ITRR), based upon updates to the Budget Estimate Submission (BES). Accordingly, trends of projected MMTR training loads (and similar comparisons of MMTR load data based upon different submissions) may not be precise. Actual data published in previous MMTRs for prior fiscal years may also be subject to change. Realignment of program elements may shift resources and manpower from one MMTR training category to another. When such realignments impact the data aggregated for MMTR tables, the database from which the MMTR is derived adjusts/updates previous fiscal year data for greater reliability of MMTR trend comparisons.

Programmed Training Loads by Component and Category

The following table displays by category the required training loads projected for FY 2001. The loads for each period are shown by component and by each of the major categories of training.

TABLE I-1. Military Training Student Loads, Fiscal Year 2001 by Component and Major Training Category							
	Recruit	One-Station Unit Training	Officer Acquisition Training	Specialized Skill Training	Flight Training	Professional Develop. Education	Total
Active Forces							
Army	9,060	6,673	4,826	29,457	897	4,129	55,042
Navy	9,658	0	5,784	25,418	1,505	1,698	44,063
Marine Corps	7,861	0	532	10,086	494	1,511	20,484
Air Force	3,965	0	7,598	14,431	1,771	4,488	32,253
Subtotal	30,544	6,673	18,740	79,392	4,667	11,826	151,842
Reserve Components							
Army National Guard	3,227	2,070	65	4,981	243	80	10,666
Army Reserve	2,958	635	119	4,889	33	89	8,723
Naval Reserve	365	0	0	345	0	12	722
Marine Corps Reserve	1,340	0	0	1,421	0	38	2,799
Air Force Reserve	208	0	28	1,075	113	137	1,561
Air National Guard	491	0	8	2,645	221	201	3,566
Subtotal	8,589	2,705	220	15,356	610	557	28,037
Total	39,133	9,378	18,960	94,748	5,277	12,383	179,879

Chapter II

TRAINING PATTERNS

General Description

The development of Service members through formal training, education, and practical experience generally follows a common pattern. New Service members (or, in the case of some Officer Acquisition Training, prospective Service members) first receive training designed to develop the basic attributes of the members of their Service. In most cases, a graduate of the initial training is then taught the skills required for a military job at the lowest skill level. Service members who do not remain beyond their initial enlistments or obligated terms of service do not, in most cases, receive additional formal training. Those who remain, the career members will further develop their military knowledge and technical skills through experience in military jobs augmented with training or education needed to prepare them for more responsible positions. During their terms of service, military personnel are also encouraged, as their military assignments may permit, to improve themselves through off-duty and voluntary education programs. This combination of job experience, training and education is essential to the development of a military force that is capable of carrying out the national security mission.

Enlisted personnel usually work in relatively specialized skill fields, whereas the duties of officers, particularly those in the career force, call for broader expertise. For these reasons, the training and education patterns of officers and enlisted personnel differ and will be discussed separately in the following sections of this chapter.

In addition to training members of the active forces, the Service training establishments also train members of the Reserve Components. Reserve Component training, as part of individual training and education involves Reservists and Guardsmen who are on active duty for formal school training. It does not include training of Reserve Component members provided under the following circumstances:

- Training received by individuals while on extended active duty serving with an active component (this training is included in active force aggregates);
- On-the-Job Training (OJT) or other individual training conducted by Reserve units;
- Training received while on annual active duty for training, except if provided through courses conducted by the active training establishment; or

- Training received while the individual is not in an active military status. (As a minor exception, some Reserve and Guard technicians attend military schools in Civil Service status.)

Training of members of the Reserve Components will comprise 16 percent of all individual training and education in FY 2001.

Officer Training Patterns

Each Service has developed career patterns to prepare its officers to assume progressively higher command and staff responsibilities. These career patterns are composed of operational assignments during which the officers learn their profession through experience and periodic individual training and education. This provides them with the knowledge and skills needed for progressively more demanding follow-on assignments.

Officer training and education can be divided into three types. First, each Service maintains a progressive system of professional military education. This education is related more to the increasing responsibilities associated with career progression and promotion than to the individual's current assignment or specialty. The primary topics are the study of officership and the command and staff knowledge required of all professional military officers. The second type of education and training includes the many skill-producing courses that enable the officer to perform immediately upon assignment to a specialized or functional area. These courses vary in length from a few days to several months. They present, for the most part, strictly job-oriented training and are often orientation or refresher courses. Third, the Services provide selected officers with advanced academic education, either in-house or at civilian institutions, to meet specific requirements for officers educated in technical, scientific, engineering, and managerial fields. Officers also participate in a variety of other educational programs, many on a part-time basis, usually with the student sharing in the cost.

Training and education for career officers involves one or more of the types of training and education described above and follows the general patterns outlined below. The patterns vary among the Services to some extent, and not all officers will participate in all of the schooling described. The number of officers participating in schooling becomes progressively smaller, and participation more selective and demanding, as officers move through their careers.

Generally, non-career officers (those who are expected to serve only an initial tour of active duty) receive training only at the entry level. In some cases, lengthy skill-oriented training (such as pilot training) results in a commensurably longer active duty obligation.

Entry Level Training. Initial officer training is Service-oriented and intended to prepare officers for duties at the lowest operational level, i.e., company, squadron, or ship. Newly commissioned Army officers will attend a basic course conducted by the particular branch of the Army, such as infantry, armor or artillery. Navy ensigns are usually assigned to school training based on their warfare specialty. All newly commissioned Marine officers attend the Basic School. A newly commissioned officer in the Air Force may go to Flight Training or training in a technical specialty.

Career Training. After some operational experience, the career officer requires further professional military education to prepare for service at the next level; for example, as a unit commander or a headquarters staff officer. In the Army this entails a return to branch school for more advanced training. Navy officers at this stage in their careers may attend a school in a specialty appropriate to their future assignments. A Marine Corps officer would normally attend the Amphibious Warfare School. An Air Force officer could be selected for the Squadron Officer School.

To satisfy Service requirements and as a further step in professional development, some officers are selected for participation in an advanced academic educational program at a civilian institution or at one of the two Service technical institutes, the Naval Postgraduate School and the Air Force Institute of Technology. Selected Army officers may attend the Advanced Military Studies program at the School of Advanced Military Studies.

Intermediate Service Schools. As officers progress (between six and sixteen years of service, depending on Service criteria) they are ready for the next level of professional military education. These schools prepare officers for command and staff responsibilities in preparation for assuming higher responsibilities. Officers are competitively selected to attend each Service's program.

Senior Service Colleges. Little technical training is provided after the intermediate years. The final level of professional military education is that of the Senior Service Schools (the war colleges) for which attendance is highly selective. The Army, Navy, and Air Force each have a war college. In addition, there is the National Defense University, consisting of the National War College, the Industrial College of the Armed Forces, and the Capstone Course for general officers. Officers graduating from the Senior Service Schools have the academic foundation required for command and staff positions at the highest level. The different curricula of these schools reflect the different missions of the Services. In some instances Reserve officers are able to attend Senior Service Schools in residence. The schools also offer a non-resident course that consists of correspondence studies and resident phases.

Enlisted Training Patterns

Recruit Training introduces new enlistees to military life. Following this indoctrination, they will follow one of three possible avenues dictated by their respective component's requirements:

- Initial Skill Training that prepares the enlistee for an initial duty assignment;
- Direct assignment to first duty unit based on skill already acquired in civilian life; or
- Direct assignment to first duty unit for OJT.

The Army One-Station Unit Training (OSUT) program is a variation of the first of these three avenues, since it combines Recruit and Initial Skill Training into a single course followed by assignment to an operational unit.

The expected distribution of Active Recruit Training graduates for FY 2001 is shown in the following table.

TABLE II-1. Disposition of Active Recruit Training Graduates				
	Army	Navy	Marine Corps	Air Force
To Initial Skill Training	99%	79%	99.9%	100%
To Duty Assignment (Civilian-Acquired Skill)	1%	n/a	0.1%	0%
To Duty Assignment (On-The-Job-Training)	0%	21%	0.0%	0%
Total	100%	100%	100%	100%

As the table indicates, most enlisted personnel receive formal Initial Skill Training to provide them with a basic military skill. This combination of Recruit Training and Initial Skill Training (or Army OSUT) turns civilians into Service members qualified to fill positions in Active or Reserve units.

During their initial enlistment, personnel normally receive no further formal skill training but gain experience through OJT training in the work environment. The

major exception is Navy training, conducted by fleet training centers in such shipboard duties as fire fighting.

After reenlistment, individuals may be selected for attendance at a journeyman level course in their specific occupational area. This training emphasizes the appropriate military applications for the skills being taught. Most enlisted personnel are given the opportunity to attend Non-Commissioned Officer (NCO) professional development training programs that prepare them for increased supervisory and leadership responsibilities.

Enlisted personnel attend regularly programmed specialized courses when circumstances require it. For example, when new equipment or systems are introduced into a Service, senior level enlisted personnel need to be formally trained in their operation and maintenance techniques. Selected Active and Reserve senior enlisted personnel attend schools, such as the Army's Sergeants Major Academy and Air Force's Senior NCO Academy, which are on the NCO level, similar in purpose to the Intermediate and Senior Service Schools in the officer education system.



Chapter III

RECRUIT TRAINING AND ARMY ONE-STATION UNIT TRAINING

General Description

Recruit Training is the basic indoctrination training given to enlisted personnel upon their initial entry into military service. Recruit Training provides an orderly transition from civilian to military life, instruction in the required basic skills, and motivation to become dedicated and productive. Training in each of the Services emphasizes discipline, military rules, social conduct, physical conditioning and development of self-confidence. Beyond these common objectives, Recruit Training in each Service is designed to meet the particular training requirements of that Service that reflect the Service's mission. Graduates of Recruit Training have the basic knowledge and skills required to qualify them, after formal or on-the-job training in a particular skill, for service in an operational unit of the parent Service.

Army One-Station Unit Training (OSUT) is unique in that it combines Recruit Training and Initial Skill Training in certain skills into a single course conducted by a single training unit at a single training installation. OSUT therefore includes elements of two major training categories; consequently, it is treated separately at the end of this chapter. OSUT training loads are displayed separately in Tables III-5 and III-6 at the end of this chapter. OSUT training loads are not included within Recruit Training tables neither in this chapter nor in Specialized Skill training loads displayed in Chapter V.

Recruit Training Loads

The training loads for FY 1996 through FY 2001 for each component of each Military Service are shown in Table III-1 on the following page. Note that the upward trends during this period coincide with accessions. As accessions have returned to the levels required for each Service to sustain authorized end strengths and support enlisted career force planning, Recruit Training loads have increased.

TABLE III-1. Recruit Training Load Trends						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army						
Active	6,281	7,524	6,119	7,043	8,521	9,060
Reserve	1,831	1,924	1,819	2,254	2,266	2,958
National Guard	1,664	2,295	2,300	2,711	2,719	3,227
Navy						
Active	7,926	8,304	8,558	9,052	9,932	9,658
Reserve	324	140	182	236	244	365
Marine Corps						
Active	6,591	7,749	7,281	7,223	7,225	7,861
Reserve	1,190	1,397	1,273	1,245	1,281	1,340
Air Force						
Active	3,536	3,718	3,544	3,671	3,943	3,965
Reserve	75	57	137	129	161	208
National Guard	251	243	349	348	461	491
Total						
Active	24,334	27,295	25,502	26,989	29,621	30,544
Reserve/Guard	5,335	6,056	6,060	6,923	7,132	8,589
Total	29,669	33,351	31,562	33,912	36,753	39,133

NOTE: In this table and in all subsequent tables in this report, training loads for the years prior to and including FY 2000 data are actual, FY 2001 is estimated.

Table III-1 does not include Army One-Station Unit Training loads.

Recruit Training

Table III-2 displays the average Recruit Training loads for each year from FY 1999 to FY 2001 and, for FY 2001, the number of entrants (input) and number of graduates (output). Data are shown separately for each component of each Service.

TABLE III-2. Recruit Training Input, Output, and Load					
Service	FY99	FY00	FY01		
Component	Load	Load	Input	Output	Load
Army					
Active	7,043	8,521	51,099	51,071	9,060
Reserve	2,254	2,266	17,379	15,540	2,958
National Guard	2,711	2,719	18,741	17,189	3,227
Navy					
Active	9,052	9,932	51,989	47,310	9,658
Reserve	236	244	4,355	4,082	365
Marine Corps					
Active	7,223	7,225	35,136	30,090	7,861
Reserve	1,245	1,281	5,981	5,134	1,340
Air Force					
Active	3,671	3,943	34,600	31,486	3,965
Reserve	129	161	1,800	1,670	208
National Guard	348	461	4,200	3,977	491
DoD					
Active	26,989	29,621	172,824	159,957	30,544
Reserve/Guard	6,923	7,132	52,456	47,592	8,589
Total	33,912	36,753	225,280	207,549	39,133

Rationale for Recruit Training

The underlying philosophy of Recruit Training is that the demands of military service are fundamentally different from those of civilian life. Military service requires a high level of discipline and physical fitness, a homogeneous outlook, and an ability to live and work as part of a highly structured organization. There are few parallels in civilian society to the demands of military service. Each recruit, therefore, must be transformed into a member of the military team in order to function effectively in the military environment. The attitudes, habits, and basic skills formed in Recruit Training are the foundation of a cohesive military organization. Later training provides the skills and knowledge needed for specific jobs. Recruit Training shapes civilian entrants into dedicated members of their Military Services with the potential for further development.

The major determinants of Recruit Training loads are the total number of people entering service who must receive Recruit Training (input), the length of the training course, and projected patterns of attrition. Course length and attrition are discussed

later in this chapter. The following two sections discuss inputs: (1) inputs of active duty personnel, and (2) inputs of members of the Reserve Components on active duty for initial training.

Active Duty Input

The annual recruiting objective for active duty enlistees without prior military service is a function of the following factors:

- Current trained enlisted strengths.
- Number of enlisted personnel currently in training.
- Projected enlisted losses through separations or other reasons, e.g., desertion, death, acceptance of a commission, retirement, etc.
- Projected prior-service enlistments, i.e., the return from civilian life of former Service members.
- The projected requirement for trained enlisted personnel.

"Trained strength" is the number of personnel required to fill "structure" spaces, i.e., positions in military organizations that require specific grades and skills, and individual "pipeline" spaces, such as transients en route between assignments. The Defense Manpower Requirements Report contains a full discussion of how military manpower requirements are determined. The projected trained strength requirement is compared with the projected trained strength inventory to forecast future skill and strength imbalances. Future shortages that are not expected to be satisfied, either by prior service enlistees or Service members currently in skill training courses, determine the training output needed to man the force with trained personnel. To determine the necessary input to achieve this output, an allowance must be made for the number of students entering a course of instruction who fail to complete it. The total input requirement is increased to compensate for expected attrition losses.

Training organizations attempt to manage inputs to achieve the most efficient use of training staff personnel and training facilities. However, the phasing of inputs may at times be varied in order to take advantage of the best recruiting periods for maintaining quality and quantity.

Historically, the highest accessions occur in June through September and in January, a reflection of the civilian academic calendar. Enlistments increase (1) shortly after high school graduation, (2) when peers return to school in the fall, and (3) after the results of the first term of college academic work are announced.

The Services must be able to accept most prospective enlistees when they are ready to enter service. Requiring enlistees to enter military service in phases with requirements

and on an even flow-basis would result in the loss of many potential enlistees to other sources of employment. Accepting enlistees as they become available, however, requires a training structure capable of accommodating surges of enlistments.

Reserve Component Input

Persons enlisting in the National Guard and Reserve forces without active duty experience require the same Recruit Training as active duty enlistees, and for the same reasons. Recruit Training loads for the Reserve Components are based on the same factors as active force loads. Guard and Reserve trainees, while in Recruit Training, are mingled with active duty trainees in units so that their training is identical.

Reserve Component recruits form a significant part of the workload of the active Recruit Training establishment. Recruit Training for the Reserve and Guard will account for 22 percent of all DoD Recruit Training in FY 2001. Reserve Component training accounts for 29 percent of all Army One-Station Unit Training programmed for FY 2001.

Planning considerations for Reserve Component personnel are essentially similar to those for the active force. Detailed phasing of this training is complicated, however, by the additional consideration of civilian employment or school commitments for these personnel. For this reason, a pool of personnel who have enlisted but who have not yet attended initial training is normal. This backlog is kept within a reasonable size.

Course Length and Course Content

Enlisted training loads depend not only upon the numbers of entrants but also on the extent of skills required of entering enlisted personnel. Enlisted personnel attain those skills in Recruit Training and in Specialized Skill Training. Recruit Training course lengths are determined in part by how much of the required training is to be provided during the Recruit Training phase and how much is to be deferred to later training. Due to the differences in their missions, the Services take somewhat different approaches in establishing the content and length of their Recruit Training courses.

Recruit Training in each of the Services covers four areas: (1) some in-processing and testing; (2) introduction into Service life; (3) instruction in military courtesy, discipline, and hygiene; and (4) fundamental military-related training involving physical fitness, military drill, and self-defense. In addition, each Service provides training in military skills that should be possessed by most members of that Service. The degree to which these Service-wide skills exist differs among the Services. This factor accounts for most of the differences in course content and, therefore, course length. The Services' recruit training syllabi is essentially the same for men and women, but women generally receive less training on combat-oriented skills. Length of the standard Recruit Training course in each Service is shown in Table III-3.

TABLE III-3. Recruit Training Course Length (Weeks)				
	Army	Navy	Marine Corps	Air Force
FY01	8.9	10.1	12	6
NOTE: Chart reflects average weeks of training. Actual course time may vary by a few days depending upon service requirements and training location.				

Army and Marine Corps Recruit Training differs from the Air Force and Navy programs because all recruits are given intensive physical conditioning and instruction in basic ground combat skills, including the use of individual weapons. The Army and Marine Corps train all enlisted personnel to achieve a basic level of qualification in ground combat skills during their Recruit Training program. Beginning in FY99 Army Recruit Training increased from eight to nine weeks to allow for a more intense, more rigorous soldierization and the inculcation of Army values.

The Air Force is able to accomplish Recruit Training in six weeks because the curriculum concentrates on military indoctrination subjects. Relatively little training in Service-wide occupational skills is provided, since there are few common occupational skills needed by all Air Force enlisted personnel. In addition to indoctrinating recruits to military life, the Navy course includes phases designed to prepare them for conditions in a fleet environment and common duties found on board ships.

The average length of time spent in recruit status in any of the Services may be longer than the standard course lengths discussed above. Some recruits fall behind their peers due to medical problems. Others require remedial training. A recruit may be sent to a special training unit or recycled to a following class to repeat a portion of the course.

Enlisted members of the Reserve Components without prior service receive the same basic qualification training as active service members. Each non-prior service enlistee in the Reserve Components undergoes, as a minimum, the equivalent of twelve weeks of active duty training. This is accomplished by sending the enlistee through Recruit Training and, in most cases, on to Initial Skill Training.

Many Army Guardsmen and Reservists are provided initial military training in certain occupational skills through One-Station Unit Training. Members of the Reserve

Components have the option to split their Recruit Training from Specialized Skill Training. This option is limited to enlisted entrants who cannot attend all their required training in one block due to educational or occupational commitments. The Reserve member attends unit drills after completing Recruit Training and normally returns to active duty within one year to complete Initial Skill Training.

Attrition in Recruit Training

A final factor in the computation of loads is the projection of the rate and timing of attrition. Recruits may fail to complete training for medical reasons, inability to absorb the instruction, lack of motivation, disciplinary problems, or a variety of administrative causes, such as discharge for fraudulent enlistment or family hardship.

The table below shows projected attrition rates, which remain the same as the FY00 MMTR projections for Navy and Marine Corps. The Army projects a slight increase in FY01 from 6.5%, and Air Force projects a decrease of 1%, from 8.9%.

TABLE III-4. Recruit Training Attrition Projections (Active and Reserve Combined)				
	Army	Navy	Marine Corps	Air Force
FY01	6.6%	9.0%	16.8%	7.9%

The timing of attrition varies from situation to situation. In the case of slow learners or individuals that have difficulty in adjusting to military life, trainees usually are reentered or given special instruction. Those who do not respond adequately may not become attrition losses until late in the course.

Army One-Station Unit Training

The Army's One-Station Unit Training (OSUT) program combines Recruit Training and Initial Skill Training into a single continuous course (primarily for male soldiers in selected combat arms Military Occupational Specialties (MOSs) and male and female soldiers in selected combat support MOSs). This report treats OSUT separately rather than arbitrarily breaking it into two segments.

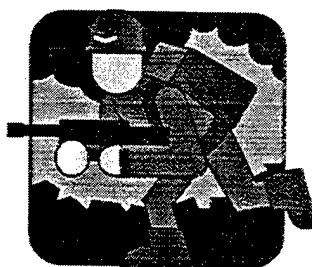
TABLE III-5. OSUT Training Load						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army						
Active	5,435	5,400	5,925	5,503	5,719	6,673
Reserve	498	475	396	411	518	635
National Guard	1,863	1,974	1,877	1,922	1,835	2,070
Total	7,796	7,849	8,198	7,836	8,072	9,378

TABLE III-6. OSUT Training Input, Output, and Load			
Service		FY01	
Component	Input	Output	Load
Army			
Active	24,042	21,552	6,673
Reserve	2,446	2,215	635
National Guard	8,763	8,318	2,070
Total	35,251	32,085	9,378

In FY 2001 approximately 38 percent of Army Active and Reserve Component entrants will be trained under OSUT. OSUT is conducted for 12 military occupational specialties within the six major skill areas described in Table III-7. Four courses are offered within each OSUT specialty.

TABLE III-7. OSUT Training Time (Weeks)	
Skill Area	Training Time
Infantry a/	13 weeks, 3 days
Artillery	14 weeks, 4 days
Armor	15 weeks
Engineer b/	14 weeks
Military Police b/	17 weeks
Chemical b/	19 weeks
a/ 11M soldiers require an additional 3 weeks of training for heavy vehicle track qualifications. b/ Skill areas open for female soldiers	

OSUT training was increased by one week, effective October 1998, to allow a more intense, more rigorous soldierization and the inculcation of Army core values. In general OSUT requires less training time than the separate recruit training and initial skill training courses that it replaces. The time required to complete Recruit Training and the Initial Skill Training in separate courses for these skills would be about 4 weeks longer, including the time required to move the trainee from one training organization to another. The shorter OSUT course lengths provide a significant saving in trainee man-years and, consequently, in trainee pay, allowances, and supports costs.



Chapter IV

OFFICER ACQUISITION TRAINING

General Description

Officer Acquisition Training consists of training and education programs leading to a commission in one of the Military Services. These programs fulfill the need both for junior officer entrants into the career force and for non-career junior officers in the force structure. Officer Acquisition Training programs produce officers for both the Active forces and the Reserve Components.

ROTC and Health Professions Acquisition Programs

The total training loads in Table IV-2 on the following page do not include three types of Officer Acquisition Training: the Army, Navy, and Air Force Reserve Officers' Training Corps (ROTC) programs, the Armed Forces Health Professions Scholarship program, and the Marine Corps' Platoon Leaders Class (PLC). Students who make up the training loads discussed in this report are either members of the active forces or members of the Reserve Components being trained on active duty by the active establishments. ROTC, Health Professions Scholarship and PLC students are not in active military status, but features of the programs are discussed in this chapter to provide a complete account of Officer Acquisition Training. Table IV-1 shows the number of participants in these programs in the period FY 1999 through FY 2001.

TABLE IV-1. Average Enrollees, Senior ROTC			
	FY99	FY00	FY01
Service			
Army	28,550	29,906	28,801
Navy	5,957	5,771	6,045
Air Force	10,658	9,090	13,499
Total	45,165	44,767	48,345

TABLE IV-2. Total Officer Acquisition Training Load						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army						
Active	4,753	4,857	4,765	4,736	4,797	4,826
Reserve	119	124	130	137	111	119
National Guard	46	56	56	56	51	65
Navy						
Active	5,635	5,527	5,606	5,530	5,622	5,784
Reserve	0	0	0	0	0	0
Marine Corps						
Active	766	462	665	643	536	532
Reserve	123	146	135	43	0	0
Air Force						
Active	5,419	5,238	5,133	7,697	7,711	7,598
Reserve	1,573	1,477	1,646	27	33	28
National Guard	0	3	5	4	6	8
Total						
Active	16,573	16,084	16,169	18,606	18,666	18,740
Reserve/Guard	1,861	1,806	1,972	267	201	220
Total	18,434	17,890	18,141	18,873	18,867	18,960

Officer Requirements and Structuring the Officer Acquisition Program

Requirements for new officers, like requirements for new enlisted personnel, are a product of the need for officers in the projected force as compared to the projected future inventory of officers. Properly functioning programs fill the gross number of officer entrants for any given year and provide an even flow of sufficient new officers to each Service to avoid the emergence of unmanageable shortages and overages by age and grade in the future. Each of the Services uses a mix of sources for new officers.

Officer Acquisition Training may be divided into six separate programs:

- Service Academies
- ROTC
- Officer Candidate Schools
- Off-Campus Commissioning Programs
- Other Enlisted Commissioning Programs
- Health Professions Acquisition Programs

Each of these programs has different characteristics. The Service Academies and ROTC programs, for example, provide a stable input of officers, but require long lead-times before changes in output can be made. Officer candidate programs, on the other hand, can quickly respond to increased or decreased requirements for officers. The Services exploit these differences in planning and executing their officer procurement programs. In addition to these practical considerations, having a variety of commissioning sources opens officership opportunities to a wider segment of the population.

Service Academies

The mission of each of the Service Academies (United States Military Academy, United States Naval Academy, and United States Air Force Academy) is to meet a portion of the long-range requirement for career military officers. They provide instruction and experience to cadets or midshipmen so that they graduate with the knowledge and character essential to leadership and with the motivation to become career officers. Cadets and midshipmen receive a rigorous four-year undergraduate college education that includes a technically oriented core curriculum regardless of major. Successful completion of the specified academic, leadership and military requirements entitles the graduate to a Bachelor of Science degree and a commission in one of the Military Services. Up to one-sixth of each year's Naval Academy graduates may be commissioned in the Marine Corps.

The Service Academies are distinctive in that their curricula are specifically designed to prepare young men and women for duty as professional officers. The total curriculum at each Academy is designed to develop the qualities of character, intellect, and physical competence needed by the officer who may, in the course of a full career, be called upon to perform duties ranging from leading a small combat unit to advising the highest government councils. The curricula, which include the sciences, the humanities, and military and physical training, form the basis for further professional development or, when required, graduate education.

Law establishes the maximum enrollment at each of the Service Academies. This fact establishes relatively stable training loads for the Academies. Training data for the Service Academies is shown in Table IV-3.

TABLE IV-3. Training Input, Output and Load, Service Academies					
	FY99	FY00		FY01	
	Load	Load	Input	Output	Load
Service					
Army	4,033	4,033	1,140	963	3,995
Navy	4,091	4,139	1,220	910	4,171
Air Force	4,131	4,183	1,118	877	3,840
Total	12,255	12,355	3,478	2,750	12,006

Note: Inputs = new freshmen; Outputs = graduating seniors.

Each of the Military Departments sponsors an Academy preparatory school. Marine Corps and Coast Guard personnel attend the Navy school. The mission of these schools is to provide approximately one year of intensive instruction and guidance to selected enlisted personnel in preparation for entry to the Service Academies. Students compete for nominations by the Secretaries of the Military Departments and from other sources. The Naval Academy Preparatory School also provides instruction to candidates for the Marine Corps Enlisted Commissioning Education Program during the summer months. Training load data for the Academy preparatory schools is shown in Table IV-4.

TABLE IV-4. Training Input, Output, and Load, Academy Preparatory Schools					
	FY99	FY00		FY01	
	Load	Load	Input	Output	Load
Service					
Army	176	183	240	174	178
Navy	257	233	265	186	245
Marine Corps	56	23	17	14	13
Air Force	198	207	230	184	207
Total	687	646	752	558	643

ROTC Programs

ROTC is a long lead-time program that is the single largest source of officers for the Armed Forces. Like the Service Academies, ROTC is used to provide a relatively

constant input of officers for active duty. The program is currently conducted at approximately 470 civilian colleges and universities throughout the nation. The Army, Navy, and Air Force each sponsor a ROTC program. Up to one-sixth of the Navy ROTC graduates may be commissioned into the Marine Corps. In addition to conventional recruiting and advertising methods, scholarships and subsistence allowances are used to attract qualified students. Scholarships are awarded to young men and women who exhibit potential ability as officers and have interests in fields of projected Service needs.

There are scholarship and non-scholarship, as well as two-year and four-year, ROTC programs. The curriculum of each program is tailored to the needs of the individual Services. For example, the Navy teaches the basics of ship navigation, while the Army teaches the fundamentals of ground combat and the Air Force provides basic instruction in aerospace history and doctrine. Each of the programs includes instruction in leadership, military customs and military history, and each program provides prospective officers with a gradual transition from the civilian environment to the military environment. Each ROTC program consists of a series of regularly scheduled academic classes throughout the school year combined with mandatory summer camps or cruises that are designed to give the student realistic military experience and a first-hand view of military life.

The ROTC scholarship continues to be an important incentive to attract exceptionally qualified individuals to ROTC. The rising cost of education makes the scholarship even more attractive. The Navy will fund an average of 4,520 scholarships in FY 2001, the Army 9,914 and the Air Force 6,042.

Reduced force structure requires fewer officers and the ROTC Program is being downsized accordingly. The Army now has 270 host institutions, the Air Force has 143, and the Navy remains at 57 host institutions.

As noted at the beginning of this chapter, the ROTC program is not included in Service training loads because the students are not in an active military status. The following table shows the three Service ROTC programs for FY 2001.

TABLE IV-5. Senior ROTC Programs				
	Beginning Enrollments	Graduates	Average Enrollments	Average Number of Scholarship Enrollees
FY01				
Army	29,368	3,072	28,801	9,914
Navy	5,860	1,225	6,045	4,520
Air Force	14,790	2,100	13,494	6,042
Total	50,018	6,397	48,340	20,476

Officer Candidate Schools

Each of the Military Services operates an Officer Candidate School (OCS). The Air Force school is entitled Officer Training School (OTS).

Enlisted members can use this route to "rise from the ranks." The existence of OCS and the other enlisted commissioning programs covered in the next section is a significant advancement incentive to ambitious and promising enlisted personnel.

The four Services offer direct entry into OCS to selected college graduates without previous enlisted service. Some college students in highly specialized academic disciplines, such as engineering and physical sciences, cannot afford the time required to participate in ROTC. The OCS program commissions well-qualified college students who desire to become officers after graduation. The following tables show average course length and load data for Officer Candidate Schools.

TABLE IV-6. FY01 Course Length in Weeks Officer Candidate School			
Army OCS	Navy OCS	Marine Corps OCS	Air Force OTS
9	13	10	12

TABLE IV-7. Training Input, Output, and Load, Officer Candidate School					
Service	FY99	FY00		FY01	
Component	Load	Load	Input	Output	Load
Army					
Active	256	323	2,027	1,729	384
Reserve	19	8	149	132	9
National Guard	33	31	577	514	40
Navy					
Active	289	328	1,416	1,076	311
Reserve	0	0	0	0	0
Marine Corps					
Active	154	141	775	767	150
Reserve	0	0	0	0	0
Air Force					
Active	115	181	838	794	236
Reserve	15	15	72	69	20
National Guard	0	0	0	0	0
DoD					
Active	814	973	5,056	4,366	1,081
Reserve/Guard	67	54	798	715	69
Total	881	1,027	5,854	5,081	1,150

Other Enlisted Commission Programs

The Services each have enlisted commissioning programs in addition to Officer Candidate Schools. The purposes of these programs are: (1) to provide a source of officers in specific skills with an expected high rate of retention; (2) to provide an avenue whereby enlisted personnel with proven qualifications can augment the commissioned ranks; and (3) to provide a measure of motivation to enlisted personnel. The Navy's Enlisted Commissioning Programs now number seven. A similar program, the Marine Enlisted Commissioning Education Program, has been expanded to offer degrees in technical and liberal arts academic disciplines. Students in the USAF Airman Education and Commissioning Program (AECPP) major in engineering and computer science, physical science, or selected health care professions, with matriculation up to three years. The average academic time spent in the program is about 30 months. In the Navy, Marine Corps and Air Force, participants attend the Officer Candidate School of their Service before they are commissioned. Like

OCS/OTS, these education programs carry an active duty service requirement. In FY 1988 the Army began reporting the warrant officer candidate program in this category. While the other Services' participants are all on active duty, the Army's program also includes members of the Reserve and National Guard.

The Navy's Officer Sea and Air Mariner (OSAM) Program provides officer accessions directly into the Naval Reserve. The program covers all phases of training from Officer Candidate School to specific training in a designated warfare specialty. Training is completed after approximately two years and individuals are released from active duty to complete a four-year drilling obligation with the Selected Reserve.

Table IV-8 displays load data for these programs. All participants are members of the active forces.

TABLE IV-8. Training Input, Output, and Load Other Enlisted Commissioning Programs					
	FY99 Load	FY00 Load	FY01 Input	FY01 Output	FY01 Load
Service					
Army	172	141	1,133	1,085	164
Navy	893	922	923	796	1,057
Marine Corps	476	372	225	200	369
Air Force	68	90	35	25	90
Total	1,609	1,525	2,316	2,106	1,680

Off-Campus Commissioning Programs

The only Officer Acquisition Training program off the college campus is the Marine Corps Platoon Leaders Class (PLC). This program provides for enlistment as a Marine Corps Reservist while the student is still an undergraduate. All PLC training takes place in the summer. For freshmen and sophomores, PLC consists of two six-week training sessions at the Marine Corps Officer Candidate School in Quantico, Virginia. Juniors attend one ten-week session. As with the ROTC program, training loads for the PLC program are not included in this report because PLC students are not in an active military status.

Students participating in this program attend either one or two summer training sessions, depending upon when during their college career they were enrolled. The objective of the program is to indoctrinate, motivate and train the enrollees by providing instruction in basic military subjects, leadership and physical conditioning. PLC

students are commissioned when their college degrees are conferred. Newly commissioned Marine Corps officers then attend The Basic School at Quantico, Virginia. Training data for PLC is shown in Table IV-9.

TABLE IV-9. Training Input, Output, and Load Platoon Leaders Class (PLC)					
	FY99 Load	FY00 Load	Input	FY01 Output	Load
Service					
Marine Corps	206	193	1,271	1,052	223

Health Professions Acquisition Programs

This subcategory may be conveniently divided into two parts, the Armed Forces Health Professions Scholarship Program and the Uniformed Services University of the Health Sciences Program.

The Health Professions Scholarship Program was established in 1972 by Public Law 92-426. Participants are selected from among students or those accepted for enrollment in recognized health profession schools. Participants are commissioned in Grade O-1 in the Reserve of their parent Service, but except for a short period of annual active duty, are not in active status. They are, therefore, not included in the training loads of their Services. Upon graduation, participants must serve obligated tours of duty, the length of which depends on the length of their participation in the program. Service data for FY 2001 is shown in Table IV-10.

TABLE IV-10. Health Professions Acquisition Program, Scholarships Awarded, and Graduates		
Service	Scholarships	Graduates
FY01		
Army	1,384	365
Navy	1,259	364
Air Force	1,235	354
Total	3,878	1,083

Chapter V

SPECIALIZED SKILL TRAINING

General Description

Specialized Skill Training provides officer and enlisted personnel with skills and knowledge needed to perform specific jobs. Each Service has established a job structure that makes it possible to carry out assigned missions. Each Service's mission is supported by an established job structure and each position within that job structure has been analyzed to determine the skill it requires. Specialized Skill Training provides these required skills to the proper number of individuals in a phased manner so that each vacancy in the structure can be filled promptly with a qualified replacement.

Specialized Skill Training, as used in this report, is defined as:

Initial, progression and functional training for both officer and enlisted personnel. Specialized Skill Training includes such programs as Army Advanced Individual Training, Navy Apprenticeship Training and Marine Combat Training. This training category also includes aviation-related ground training and initial enlisted leadership training other than that carried in Professional Development Education.

Army One-Station Unit Training (OSUT) provides Army personnel with job-related training in a number of skills. However, since OSUT is conducted as one course that combines Recruit and Specialized Skill Training, it is treated separately in this report (see Chapter III). OSUT loads are not included in the Specialized Skill Training loads in this chapter.

Specialized Skill Training loads for Active and Reserve Components are programmed at about 15 percent higher levels in FY 2001 than in FY 2000. The Active establishment generally trains reserve and Guard officers and enlisted personnel beyond the initial entry stage. DoD wide, the requirement to improve the technical skills of career personnel to keep pace with new equipment acquisition and modifications to the existing inventory will continue into the foreseeable future. This is reflected in the estimated Specialized Skill Training load.

Specialized Skill Training loads for FY 1996 through FY 2001 are as shown in Table V-1.

TABLE V-1. Specialized Skill Training Load						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army a/						
Active	23,854	24,306	22,956	22,844	25,059	29,457
Reserve	3,330	3,462	3,534	3,036	3,336	4,889
National Guard	3,258	3,568	3,560	3,753	3,662	4,981
Navy						
Active	21,444	22,362	22,721	22,662	24,659	25,418
Reserve	374	243	519	333	378	345
Marine Corps						
Active	11,301	10,891	9,737	8,272	9,576	10,086
Reserve	1,364	1,253	1,339	864	1,055	1,421
Air Force						
Active	9,966	11,565	11,868	11,358	10,914	14,431
Reserve	613	1,105	592	577	632	1,075
National Guard	1,623	2,276	1,760	1,623	1,809	2,645
Total						
Active	66,565	69,124	67,282	65,136	70,208	79,392
Reserve/Guard	10,562	11,907	11,304	10,186	10,872	15,356
Total	77,127	81,031	78,586	75,322	81,080	94,748

a/ Army One-Station Unit Training load is not included.

As in the other types of training covered in this report, the demand placed on the training establishment for individuals is determined by comparing projected requirements for each skill area and skill level with the projected future inventory of trained service members.

When anticipated losses are deducted from the current inventory, shortages in various skill areas are revealed. These shortages, except for those that can be satisfied through on-the-job training, or, in a few cases, through lateral entry of individuals who already possess needed job skills from civilian life, create a demand for a phased output of trained replacement personnel. Also, estimates are made of the proportion of students in each training course who will fail to complete the course. These course attrition factors determine the inputs necessary to achieve the desired course outputs. Inputs, outputs, attrition patterns, and course lengths determine the training loads. These factors are discussed for each sub-category of Specialized Skill Training in the remainder of this chapter.

One of the challenges facing the Reserve Components is matching an individual's occupational specialty to a specific billet. A majority of the specialties or ratings require formal school training prior to designation. Since limited availability for active duty prevents members of the Selected Reserve from attending many formal schools, initial skill training programs are being developed to train prior-service Reservists in selected occupational specialties using combinations of two-week formal schools, on-the-job training, distance learning, correspondence courses, mobile training teams and civilian vocational technical courses.

Specialized Skill Training is the most diverse of the major categories of individual training. In the interest of clarity, the full category has been divided into five sub-categories. Two are concerned with initial skill training, one for officers, the other for enlisted personnel. Two others cover more advanced training, again divided by officer and enlisted. The last category covers both officer and enlisted training that conveys required knowledge or skills without changing the student's primary skill or skill level.

Initial Skill Training (Enlisted)

Initial Skill Training (Enlisted) includes all formal training normally given immediately after Recruit Training and leading toward the award of a military occupational specialty or rating at the lowest skill level. Successful completion of the training qualifies the enlisted member to take a position in the job structure of the Service and to progress to the journeyman level through job experience. Army One-Station Unit Training which is conducted primarily for those soldiers in combat arms and some selected combat support Military Occupational Specialties (MOSs) satisfies this same purpose but, because it combines skill training with recruit training in a single course, it is treated separately in this report.

The great majority of Service recruits are drawn from the least skilled segment of the population. Most recruits are under age 21 and have little civilian job experience. In addition, some civilian specialties are not in demand in the military job structure, and many of the most important military skills have no civilian counterpart. Consequently, only a small number of people enter the Service with a skill that can be used with little or no additional training. Enlistees must be trained in a technical skill before they can become productive. Some skills can be acquired through experience and on-the-job training. The vast majority, however, are most effectively and efficiently learned through formal courses. In some situations -- for example, on board ship or in remote locations -- the opportunity for on-the-job training is limited.

Load data for Initial Skill Training (Enlisted) is displayed in Table V-2. The classification of this training is determined by its purpose, rather than by whether entrants attend immediately after Recruit Training. Thus, some prior-service students and cross-trainees from other skill areas are reflected in this data.

TABLE V-2. Training Input, Output, and Load Initial Skill Training (Enlisted)					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	8,909	10,773	49,482	47,545	12,271
Reserve	2,120	2,372	17,483	17,309	3,599
National Guard	2,740	2,686	17,411	17,663	3,672
Navy					
Active	9,583	11,124	99,690	95,753	11,431
Reserve	165	177	1,627	1,603	178
Marine Corps					
Active	5,069	6,602	62,950	59,564	6,703
Reserve	766	927	13,286	12,626	1,247
Air Force					
Active	8,175	8,016	45,292	44,058	10,015
Reserve	432	445	3,474	3,142	736
National Guard	1,256	1,328	8,914	8,316	1,930
DoD					
Active	31,736	36,515	257,414	246,920	40,420
Reserve/Guard	7,479	7,935	62,195	60,659	11,362
Total	39,215	44,450	319,609	307,579	51,782

New mission requirements and technological change have resulted in consolidating or splitting skill areas and extensive modification of existing training programs. For instance, the introduction of word processors and microcomputers into Air Force personnel, administration and resource management offices has increased the percentage of new accessions requiring formal training for these skills.

Reserve trainees graduating from Recruit Training proceed to Initial Skill Training in their occupational specialty. This may consist of a course in a Service school or Advanced Individual Training at an Army training center. The actual length of active duty training, in comparison with the statutory twelve weeks minimum, varies from twelve weeks to twelve months, depending on the occupational specialties involved. To accommodate the Reserve Component member, a split-training program allows completion of initial entry training in two training segments in a two-year period.

The variety of skills required in the four Services dictates a large number of courses for enlisted personnel in Initial Skill Training, as shown in the following table.

TABLE V-3. Number of Courses, Initial Skill Training (Enlisted)				
	Army	Navy	Marine Corps	Air Force
FY01	224	144	199	252

Course lengths vary widely based on the complexity of the subject matter. For example, an Air Force course for cytotechnology specialists is 52 weeks long; but a course for aerospace maintenance is only 1.4 weeks long. Table V-4 shows the average course lengths for the Services' Enlisted Initial Skill Training.

TABLE V-4. Average Course Length, Initial Skill Training (Enlisted) (Academic Days in Training)				
	Army	Navy	Marine Corps	Air Force
FY01	59	38	80	55

Initial Skill courses includes general skills, intelligence, cryptography and health service training. Some of these courses (for example, nuclear reactor specialist or electronics technician) are highly technical. Others involve less complex skills -- cook, clerk-typist, and vehicle driver. A sampling of high-volume courses is shown in Table V-5.

TABLE V-5. Initial Skill Training Courses with High Student Flow		
FY01	Student Input	Course Length (Weeks)
Army		
Medical Specialist	6,487	10.0
Motor Transport Operator	4,424	6.0
Food Service Specialist	3,944	8.2
Automated Logistical Specialist	3,876	12.0
Unit Supply Specialist	3,651	7.3
Light Wheel Vehicle Mechanic	3,426	10.0
Administrative Specialist	3,103	5.0
Petroleum Supply Specialist	2,702	8.4
TATS Signal Support Systems Specialist	2,220	19.4
TATS Multichannel Trans Sys Op/Maint	1,501	13.3
Navy		
Apprentice Training	11,760	1.9
Avionics Common Core Class A1	4,305	7.6
Engineering Common Core	3,924	2.7
Advanced Electronics Technical Core	3,822	16.7
Hospital Corpsman Basic	2,897	14.0
Engineering Mechanical Core	1,884	3.4
Basic Enlisted Submarine	1,862	4.4
Info Systems Technician Class A	1,806	13.7
Aviation Mach Mate Common Core Class A	1,729	3.7
Fire Controlman Class A Sch Strand	1,682	10.7
Marine Corps		
Marine Combat Training (MCT)	23,163	3.4
Rifleman	6,252	7.2
Motor Transport Operator	1,947	8.4
Field Radio Operator (FROC)	1,371	8.4
Material Management/Supply Basic Course	1,284	12.0
Basic Electronics Course	1,166	11.2
Avionics Common Core Class A1	1,082	9.8
Automotive Organizational Maint	1,023	16.6
Mortarman	803	3.4
Personnel Clerk	787	11.4
Air Force		
Security Forces Apprentice	4,499	10.1
Comm-Computer Systems Operations Apprentice	1,458	12.6
Information Management Apprentice	1,377	7.4
Supply Management Apprentice	1,340	6.8
Medical Services Apprentice	1,170	13.2
Personnel Apprentice	904	5.8
USAF/USN Consolidated Food Service-Apprentice Level	849	16.6
US NAVY/USAF Consolidated Food	842	6.2
Fighter Aircraft Maintenance Apprentice (F-16)	822	18.8
Air Traffic Control Apprentice	811	14.4

The final determinant of training loads is the anticipated rate of attrition. Attrition rates must be estimated for each course. A routine course may have low attrition while attrition may run high in complex technical courses. Unlike Recruit Training, students who fail Initial Skill Training usually are not discharged but re-trained in other, less difficult skills. The Services have implemented numerous initiatives to manage attrition; the average anticipated attrition rates are shown below.

TABLE V-6. Average Attrition Rates, Initial Skill Training (Enlisted)				
	Army	Navy	Marine Corps	Air Force
FY01	2.8%	4.0%	1.6%	3.1%

Skill Progression Training (Enlisted)

This sub-category covers skill training received by enlisted personnel after Initial Skill Training. Through this training the student gains the knowledge to perform at higher skill levels or in a supervisory position. Skill Progression Training is most frequently given after Service members have gained experience through actual work in their specialty. In some cases, however, training in a relatively narrow subject area as an immediate follow-on to Initial Skill Training is included in Skill Progression Training. Training load data for Skill Progression Training (Enlisted) is shown in Table V-7.

TABLE V-7. Training Input, Output, and Load Skill Progression Training (Enlisted)					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	5,271	5,553	68,151	64,402	6,839
Reserve	339	347	3,884	3,373	545
National Guard	216	225	4,636	4,696	390
Navy					
Active	6,822	7,256	60,736	58,061	7,598
Reserve	64	117	1,688	1,640	70
Marine Corps					
Active	1,755	1,957	15,865	15,743	2,010
Reserve	84	115	1,687	1,670	140
Air Force					
Active	2,063	1,897	42,030	41,673	3,048
Reserve	109	145	3,810	3,748	273
National Guard	290	369	7,727	7,674	561
DoD					
Active	15,911	16,663	186,782	179,879	19,495
Reserve/Guard	1,102	1,318	23,432	22,801	1,979
Total	17,013	17,981	210,214	202,680	21,474

The requirement for Skill Progression Training arises from the fact that training in a skill at entry level and subsequent experience do not, in many cases, fully qualify service members to do the more advanced jobs in their field. Several factors may contribute, individually or in combination, to a need for additional formal training:

- The introduction of new equipment.
- The need to produce a higher degree of skill in a sub-specialty.
- The need to impart a broader base of knowledge to qualify an individual for supervisory responsibility.
- The requirement for refresher training to bring the Service member up to date on the latest information and techniques in a skill.

As in all other types of training, the primary need is to have trained individuals available to replace losses as they occur. Planning future training in this sub-category follows the same general pattern as for Initial Skill Training. Some additional complications, however, are introduced by the fact that members eligible for schooling are frequently serving overseas or on board ship, rather than flowing from the Recruit Training pipeline. This situation requires scheduling personnel to receive institutional training when they are available, preferably between duty assignments. Reserve Component personnel have similar difficulties attending formal schools because of civilian employer commitments. Service implementation of distance learning has helped to provide alternative delivery of skill progression training from traditional resident settings.

The following table displays course data for Skill Progression Training for each of the Services.

TABLE V-8. Courses, Course Length, and Projected Attrition, Skill Progression Training (Enlisted)				
	Army	Navy	Marine Corps	Air Force
FY01 Number of Courses	446	1,420	450	475
Average Course Length (Academic Days)	28	41	55	16
Projected Attrition	4.0%	2.0%	0.6%	1.0%

The Air Force's average days in training are low compared to the other Services because of the heavy use of short courses. The large number of Navy courses is a reflection of the many Navy occupational subspecialties.

Initial Skill Training (Officer)

As a general rule, Officer Acquisition Training is oriented toward the broad educational background and general military training that is considered necessary for all officers entering a Service. Most newly commissioned officers require further training for the specific type of duty they will be performing in their first duty assignment. Initial Skill Training for officers is, therefore, analogous to Initial Skill Training for enlisted personnel. Both provide the job-oriented training which, added to military fundamentals learned earlier, prepares the individual for taking a place in the job structure.

Load data for Initial Skill Training (Officer) is displayed in Table V-9.

TABLE V-9. Training Input, Output, and Load Initial Skill Training (Officer)					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	1,685	1,792	6,655	7,198	1,999
Reserve	246	218	1,880	1,763	248
National Guard	399	348	1,359	1,252	361
Navy					
Active	406	494	2,727	2,694	517
Reserve	0	2	16	16	2
Marine Corps					
Active	930	378	2,156	2,141	531
Reserve	2	2	107	107	9
Air Force					
Active	676	612	3,550	3,490	791
Reserve	18	20	175	190	41
National Guard	45	75	499	485	111
DoD					
Active	3,697	3,276	15,088	15,523	3,838
Reserve/Guard	710	665	4,036	3,813	772
Total	4,407	3,941	19,124	19,336	4,610

With minor exceptions, all newly commissioned Army officers attend officer basic courses at their branch schools – Infantry officers at the Infantry School, Engineer officers at the Engineer School, and so forth. The Army conducts 60 initial officer basic courses with an average course length of 14 weeks. Officers attend before reporting to their initial assignment. In addition, certain officers are selected to attend one of 36 follow-on skill or functional training courses for more specialized assignments.

All submarine and nuclear officers and most Surface Navy officers go to Initial Skill Training. The Navy provides 22 courses for officers in Initial Skill Training, with an average course length of 22 weeks.

All newly commissioned Marine Corps officers attend a basic course for general orientation and training. In addition, most Marine Corps officers attend one of the 70 Initial Skill Training courses sponsored by the Corps. They may also participate in courses conducted by the Navy or other Services. Such courses average 19 weeks in length and are related to specific officer positions.

The Air Force conducts 42 Initial Skill Training courses for officers (which do not include Flight Training courses), with an average length of 15 weeks. The Air Force sends newly commissioned officers to initial skills courses within six months of their commissioning.

Skill Progression Training (Officer)

Skill Progression Training for officers is, in general, aimed at officers with several years of practical experience and provides them knowledge needed to assume more advanced responsibilities. For example, the Army provides advanced courses that are structured to prepare the students for battalion and brigade staff duties in addition to command responsibilities at the company and battery level. Data for Skill Progression Training (Officer) is displayed in the following table.

TABLE V-10. Training Input, Output, and Load Skill Progression Training (Officer)					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	1,905	1,978	11,686	11,509	2,186
Reserve	112	125	2,077	2,128	124
National Guard	159	156	2,937	2,831	220
Navy					
Active	723	808	7,441	7,425	828
Reserve	0	1	19	19	1
Marine Corps					
Active	69	108	2,249	2,249	117
Reserve	0	4	178	178	2
Air Force					
Active	267	187	5,520	5,608	289
Reserve	7	12	243	243	13
National Guard	15	23	543	543	28
DoD					
Active	2,964	3,081	26,896	26,791	3,420
Reserve/Guard	293	321	5,997	5,942	388
Total	3,257	3,402	32,893	32,733	3,808

The Army conducts 206 courses averaging 38 days in length. The Navy maintains 122 courses averaging 41 days in length. Navy courses cover a variety of specialized duties that are typically performed by officers with several years of service; for example, the aviation maintenance officer course and the nuclear propulsion plant course.

Both the Marine Corps and the Air Force conduct broad courses for officers at about the same level as the Army's advanced courses; however, as these are Service-wide and uniform in content, they are carried in Professional Development Education in this report. Within Skill Progression Training, Marine Corps officers attend 225 courses, averaging 35 days in length. They also utilize the course offerings of the other Services. The Air Force has 226 courses, averaging 12 academic days each, which train officers in new duties required by their prospective assignments.

Attrition from the Skill Progression courses for officers is significantly lower than for enlisted or initial skill officer training. Attrition of less than one percent is typical of such courses.

The Air National Guard (ANG) also conducts specialized skill progression training in several aviation disciplines at ANG installations. Air Force facilities cannot be used for this training due to constrained training time available for the reservist, geographic dispersion of units, availability of training equipment and location of training areas.

Functional Training (Officer and Enlisted)

Functional Training is an "all other" sub-category covering those types of required training that does not fit neatly into the definitions of the other sub-categories. Functional Training may also be described as training for a specific assignment or duty position. On the whole, Functional Training is in subject areas that cut across the scope of military occupational specialties and provides additional required skills without changing the student's primary specialty or skill level. For example, in the Air Force only survival training is considered functional training. Both officers and enlisted personnel participate in Functional Training. Load data for Functional Training is shown in Table V-11.

TABLE V-11. Training Input, Output, and Load Functional Training (Officer and Enlisted)					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	5,074	4,963	66,898	60,757	6,162
Reserve	219	274	6,199	6,127	373
National Guard	239	247	4,188	3,923	338
Navy					
Active	5,128	4,977	267,057	262,463	5,044
Reserve	104	81	8,722	8,490	94
Marine Corps					
Active	449	531	10,677	10,499	725
Reserve	12	7	788	780	23
Air Force					
Active	177	202	9,502	9,387	288
Reserve	11	10	410	406	12
National Guard	17	14	545	540	15
DoD					
Active	10,828	10,673	354,134	343,106	12,219
Reserve/Guard	602	633	20,852	20,266	855
Total	11,430	11,306	374,986	363,372	13,074

Army Functional Training includes the airborne, ranger, and special forces qualification courses, many specialized NCO supervision courses, language training, and a number of courses related to specialized equipment, e.g., Satellite Communication Operation and Maintenance. The number of functional courses conducted at Training Major Army Commands (MACOMs) has declined as a result of course consolidations and elimination.

Navy Functional Training differs from that of the other Services because of the very high input to a large number of very short courses. Most of the training is conducted while the ship is in port and includes the following types of activity:

- Shore training for shipboard teams (firefighting, damage control, anti-submarine warfare, and so forth).

- Short basic or refresher courses at fleet training centers in the operation of equipment or systems (TOMAHAWK operations and maintenance, SH-60B system familiarization, and 50 cal. machine gun operations).
- Shipboard in-port training assistance (combat systems, advanced acoustic analysis and command excellence seminar mobile training teams).
- Pre-commissioning training for newly formed crews of ships under construction (damage control, Combat Information Center team training and radar navigation team training).

Marine Corps functional training provides skills necessary to perform a specific mission outside of the normal primary occupational specialty. Examples of functional training courses taught at Marine institutions are Marine Corps Security Guard, Scout-Sniper, Range Officer, Drill Instructor, and Cold Weather Survival.

Most Air Force Functional Training is survival training related to various environments: water, arctic, jungle, or tropic. These courses train air crews skills needed for long-term combat survival and survival in chemically, biologically, and radiological contaminated environments.

The following table provides course data for Functional Training.

TABLE V-12. Courses, Course Length, Functional Training				
	Army	Navy	Marine Corps	Air Force
FY01 Number of Courses	1,098	1,665	100	8
Average Course Length (Training Days)	21	6	21	10

Chapter VI

FLIGHT TRAINING

General Description

Flight Training programs provide basic flying skills required prior to operational assignment of pilots, navigators, and naval flight officers. Most of the training in this category is undergraduate flight training. At the conclusion of this training, a graduate is awarded "wings" and is classified as a "designated" or "rated" officer. Flight Training includes programs for pilots of all Services, navigators in the Air Force, and naval flight officers in the Navy and Marine Corps. Pilot training may be in jet or propeller-driven fixed-wing aircraft, or in helicopters. Some related advanced flight training, such as Army instructor pilot training, is also included in Flight Training. Enlisted programs in aviation related subjects (for example, in air traffic control) and Air Force survival training are in Specialized Skill Training. Marine Corps enlisted navigator training is included in Flight Training.

Reservists fill critical billets as Naval Flight Officers. The students enter the pipeline on extended active duty and are trained at the Aviation Officers Candidate School (AOCS) with their active duty counterparts. After completing all formal specific aircraft training, they are released from active duty to receive their proficiency training with a Naval Air Reserve squadron. The proficiency or operational training is not included in the training loads of this report.

Generally, Reserve Component participation in Flight Training is relatively minor, since most aviator requirements in Reserve units are filled by experienced aviators who join after extended service in the active components.

Flight Training loads, by Service and component, for Fiscal Years 1996 through 2001 are shown in Table VI-1

TABLE VI-1. Total Flight Training Load						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army						
Active	699	657	696	730	723	897
Reserve	12	12	17	14	9	33
National Guard	152	134	148	180	180	243
Navy						
Active	1,158	1,324	1,648	1,592	1,513	1,505
Reserve	0	0	0	0	0	0
Marine Corps						
Active	490	471	608	523	499	494
Reserve	0	0	0	0	0	0
Air Force						
Active	1,154	1,190	1,329	1,636	1,657	1,771
Reserve	41	47	64	89	89	113
National Guard	111	139	129	156	201	221
Total						
Active	3,501	3,642	4,281	4,481	4,392	4,667
Reserve/Guard	316	332	358	439	479	610
Total	3,817	3,974	4,639	4,920	4,871	5,277

For purposes of clarity, the following discussion of aviation training is divided into three sections -- Undergraduate Pilot Training, Navigator Training and All Other Flight Training.

Undergraduate Pilot Training

Undergraduate Pilot Training qualifies students to perform the flight duties and to assume the responsibilities of military pilots. Air Force courses include sufficient flying training to allow the student to attain proficiency in the general class of aircraft flown in future assignments. Flight-related ground training and simulator training augment flying training. The Army uses a large number of warrant officer pilots. Enlisted entrants attend Warrant Officer Candidate School and upon graduation receive a conditional warrant appointment to warrant. Conditional warrants convert to Warrant Officer upon successful completion of flight training. Some Army flight training students are already commissioned officers or warrant officers prior to entering flight training.

Training data for FY 1999 through FY 2001 are displayed in the following table.

TABLE VI-2. Training Input, Output, and Load Undergraduate Pilot Training					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	467	493	2,687	2,514	603
Reserve	4	2	66	57	15
National Guard	115	111	645	620	147
Navy					
Active	1,176	1,130	823	681	1,026
Reserve	0	0	0	0	0
Marine Corps					
Active	463	445	373	323	444
Reserve	0	0	0	0	0
Air Force					
Active	1,100	1,170	2,272	2,092	1,191
Reserve	60	63	155	131	75
National Guard	130	164	338	297	175
DoD					
Active	3,206	3,238	6,155	5,610	3,264
Reserve/Guard	309	340	1,204	1,105	412
Total	3,515	3,578	7,359	6,715	3,676

Load data for each Service for undergraduate helicopter pilot training are shown in Table VI-3.

TABLE VI-3. Training Input, Output, and Load Undergraduate Helicopter Pilot Training					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	467	493	2,687	2,514	603
Reserve	4	2	66	57	15
National Guard	115	111	645	620	147
Navy					
Active	440	440	336	282	365
Reserve	0	0	0	0	0
Marine Corps					
Active	228	228	221	186	228
Reserve	0	0	0	0	0
Air Force*					
Active	20	17	51	51	24
Reserve	0	0	0	0	0
National Guard	0	1	4	4	2
DoD					
Active	1,155	1,178	3,295	3,033	1,220
Reserve/Guard	119	114	715	681	164
Total	1,274	1,292	4,010	3,714	1,384

* USAF Air Education and Training Command has transitioned the majority of UPT training and all of helicopter training to Specialized Undergraduate Pilot Training (SUPT).

Table VI-4 shows FY 2001 programmed course length and projected attrition rates for the Army undergraduate helicopter pilot training program.

TABLE VI-4. Course Length and Attrition Rates, Army Undergraduate Helicopter Pilot Training*		
	Commissioned Officer Candidates	Warrant Officer Candidates
Course Length (Weeks)	40	42.3
Attrition Rate	0.9%	14.0%
*UHPT consists of dual track training in either the UH-1H or the OH-58 A/C		

Navy Undergraduate Pilot Training begins with a common core of basic ground training and primary flight training and then diverges according to whether the student is to be qualified in jet aircraft, propeller aircraft or helicopters. The basic ground phase, or aviation pre-flight indoctrination, is six weeks in length for officer students and 14 weeks for aviation officer candidates. This phase also serves as an officer training period for the latter group.

Table VI-5 shows FY 2001 course length in weeks, attrition rates, and type of aircraft used for training for each phase of the syllabus.

TABLE VI-5. Course Phasing, Navy/Marine Corps Undergraduate Pilot Training				
Course/Phase	Course Length (weeks)	Attrition Rate		Type Aircraft
		Navy	USMC	
Commisioned Officer				
Aviation Pre-Flight Indoctrination	6.0	3.0%	1.0%	None
Primary Flight Training (Jet, Prop, Helo)	23.4	9.7%	9.4%	T-34C
Strike Training (Jet)				
Intermediate	22.8	5.5%	5.5%	T-2C
T45 Advanced	34.6	10.0%	10.0%	T45A
T 45TS Advanced	44.6	8.0%	8.0%	T45A
Maritime Training (Prop)				
Intermediate	5.2	1.0%	1.0%	T-34C
Advanced	20.2	2.0%	2.0%	T-44A
USAF Adv Multi-Engine	25.0	N/A	N/A	T-44A
E-2/C-2 Training (Carrier Based Multi-Engine)				
Intermediate	14.6	2.0%	N/A	T-44A
Advanced	22.6	9.0%	N/A	T-2C
Rotary Helicopter Training				
Intermediate	5.2	1.0%	1.0%	T-34C
Advanced	21.4	3.3%	3.5%	TH-57

Due to the task requirements which dictate variations in course content, the standard Undergraduate Pilot Training course is as short as 55 weeks for an officer student qualifying in helicopters or as long as 82 weeks for an aviation officer candidate qualifying in jets. Actual course duration may be longer because of unforeseen circumstances such as major aircraft groundings, fuel shortages or inclement weather.

Table VI-6 displays load data for Navy and Marine Corps Undergraduate Pilot Training. All participants are in the active force.

TABLE VI-6. Training Input, Output, and Load Navy/Marine Corps Undergraduate Jet Pilot Training					
Service	FY99 Load	FY00 Load	Input	FY01 Output	Load
Navy					
Jet	426	474	244	197	382
Propeller	310	216	243	202	279
Helicopter	440	440	336	282	365
Total	1,176	1,130	823	681	1,026
Marine Corps					
Jet	201	183	122	110	183
Propeller	34	34	30	27	33
Helicopter	228	228	221	186	228
Total	463	445	373	323	444

Air Force helicopter pilots begin in Primary (T-37: 25.3 weeks or T-34: 34.1 weeks), then continue on to the Army UH-1 (23 weeks). Forecast attrition (all phases) is 15%, not including screening programs.

In addition, approximately 113 Air Force pilots will be trained annually in the EURO-NATO Joint Jet Pilot Training (ENJJPT) program at Sheppard Air Force Base, Texas. Forecast attrition for the program is 14 percent and the course length is 56 weeks. ENJJPT is a cooperative undergraduate pilot and pilot instructor training program that began operation on 1 October 1981 and is scheduled to end in 2005. Nations involved in the program are Belgium, Canada, Denmark, Germany, Greece, Italy, Netherlands, Norway, Portugal, Turkey, the United Kingdom and the United States. ENJJPT is based on the principles of proportionate sharing of program costs and proportionate instructor pilot manning. Alternative scenarios to succeed ENJJPT are being reviewed for future NATO Flight Training which include flexible syllabi, upgraded and/or new trainer aircraft, increased simulation, and concurrent programs in the U.S. and Canada.

Load data for both standard Air Force pilot training and ENJJPT are shown in Table VI-7.

TABLE VI-7. Training Input, Output, and Load Air Force Undergraduate Jet Pilot Training					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Active	975	1,040	1,965	1,808	1,043
Reserve	54	56	138	116	66
National Guard	122	153	303	266	156
Total	1,151	1,249	2,406	2,190	1,265

At the conclusion of Undergraduate Pilot Training, the new pilot is qualified in trainer aircraft but requires additional training in operational aircraft units and employment tactics.

Specialized Undergraduate Pilot Training (SUPT)

USAF Air Education and Training Command has fully transitioned from generalized Undergraduate Pilot Training (UPT) to Specialized Undergraduate Pilot Training (SUPT). Students now begin in the T-37 (Columbus, Laughlin, or Vance) or the Navy T-34 (Whiting NAS), and then split into specialized tracks. Fighter-bound students fly the T-38 track in Phase III. Students in the Airlift-Tanker-Bomber track fly the T-1A. Students selected for Multi-engine turboprop train in the Navy T-44. Finally, students going to helicopters continue on to the Army UH-1.

Undergraduate Navigator Training

The Navy trains Navy and Marine Corps personnel to become Naval Flight Officers. The Air Force trains its personnel as navigators. The duties of Naval Flight Officers and Air Force navigators are not precisely the same because of mission differences, but at the undergraduate level they are sufficiently similar that they are referred to collectively in this report as "Navigators" (the Army does not train or use Navigators).

The Undergraduate Naval Flight Officer (UNFO) training program is a building block training program. Training commences at NAS Pensacola with Aviation Pre-flight Indoctrination (six weeks) during which the student learns the aeronautical and physiological aspects of flight. After completing this phase of the training, the student enters Basic Naval Flight Officer (NFO) training also located at NAS Pensacola. This 14-week course encompasses basic Navigation/Communications training developed in the 1D-23 Computerized NAV/COM training device and 2B37 (T-34C) Simulator.

During this phase of training the NFO is taught basic flight skills and knowledge needed to safely navigate, communicate and manage the (T-34C) aircraft systems. Successful completion of Basic NFO training qualifies student for entrance into either the Joint Undergraduate Navigation Training (JUNT) (22 weeks) conducted at Randolph AFB, Texas (described in a later paragraph), or the Navy Intermediate NFO training held at NAS Pensacola. The Intermediate NFO Phase of training (14 weeks) is divided into two levels of training both of which expand the knowledge gained in Basic NFO phase training and requires higher skill and performance standards. The student receives additional 1D-23 NAV/COM, 2B37 (T-34D) Simulator, and T-34C flight training in the first level of Intermediate training. In the second level of training the student advances to the multi place (T-1A Jayhawk) aircraft for jet instrument and visual navigation. After successful attainment of the performance standards, the student proceeds to one of the following advanced specialized Naval Flight Officer Training phases: Strike Fighter (F-14D/F-18E/F) (28 weeks), Strike (ES-3/S-3B/EA-6B) (21 Weeks), or Airborne Tactical Data Systems (E-2C) (15 weeks of training held at VAW-110 NAS, Norfolk). Students who advance to Strike/Strike Fighter training receive Ground Mapping & Air Intercept simulator training respectively. Both receive advanced flight training in the (T-39N Sabreliner) multi-place aircraft where they perfect the necessary radar skills required by fleet NFOs. Additionally, the students train in the 2F101 T-2 Simulator and T-2C aircraft for jet acclimatization and high speed navigation.

The advanced segment of training for Naval Flight Officers destined for the multi-engine land base community (EP-3/P-3/E-6A) is now managed by the 562 FTS at Randolph AFB. Navigator candidates receive 333 hours of academic instruction, 84 hours of simulator training, and 73 hours of flight instruction in the T-43 aircraft during 22 weeks of training. This training provides sufficient skills and knowledge so that further training for the newly rated navigator can be limited to flight training in operational aircraft and training in employment of applicable weapons systems.

The new Joint Specialized Undergraduate Navigator Training (JSUNT) program began in Apr 1999. Under JSUNT, either the Air Force or the Navy, depending on the track they select trains Navigators. NAS Pensacola will train Bomber/Fighter Navigators, while Randolph AFB will train both Panel Navigators (C-130/C-141/C-5/C-135) and Electronic Warfare Officers (EWO) for all required weapon systems. This training function was formerly provided at NAS Corry Station. The new JSUNT will train students from USAF, USN, ANG, AFRC, and foreign countries. Air Force Navigator training starts with CORE, which qualifies students to perform basic navigational skills and prepares them for specialized training. Additionally, this course will strengthen the student's leadership skills, officer qualities and supervisory abilities. Upon completion of CORE, the students are tracked into either the Panel Navigator qualification or the Electronic Warfare Officer (EWO) qualification. The Panel Navigator students enter the Airlift/Tanker/Maritime (ATM) course. Here the focus is to qualify navy officers as Naval Flight Officers (NFOs) ready to enter initial operational aircrew upgrade training, and to qualify non-rated USAF officers to perform intermediate navigational duties and prepare them for further specialized training. ATM also stresses leadership skills, officer

qualities, and supervisory abilities. After ATM, panel navigator students continue to Electronic Warfare (EW) Principles, where the fundamental issues concerning electronic warfare are taught. Panel Navigator students proceed to Theater Operations, where they learn low-level navigation duties and concepts of geographic theaters as supporters of regional airlift requirements. Finally, Panel Navigator students attend T-1A Airmanship, where either low level procedures, low level airdrop, or air refueling procedures are taught depending on the student's aircraft assignment. The EWO students will track into the EWO course upon completion of CORE. This course is an extensive field of study into state-of-the-art models of the wartime electromagnetic capabilities and applications scenarios. Upon completion of EWO, these students enter Theater Operations and complete the same training as their Panel Navigator counterparts. The total training time for panel navigators and EWOs is 170-180 training days. Other navigators, trained at NAS Pensacola, attend some forms of JSUNT training at Randolph. B-1 Weapon System Officers (WSOs) are trained at Pensacola and receive their EWO training at Randolph. Field-experienced F15 WSOs from ACC attend the EWO training to qualify as F15 EWOs. JSUNT graduates receive their assignments via a merit order assignment process.

Training load data for Undergraduate Navigator Training are displayed in Table VI-8.

TABLE VI-8. Training Input, Output, and Load Undergraduate Navigator Training					
Service Component	FY99 Load	FY00 Load	FY01 Input	FY01 Output	FY01 Load
Navy					
Active	377	334	453	328	422
Marine Corps					
Active	60	54	45	29	50
Air Force					
Active	341	326	1,823	1,741	365
Reserve	1	2	50	49	8
National Guard	16	21	126	133	22
DoD					
Active	778	714	2,321	2,098	837
Reserve/Guard	17	23	176	182	30
Total	795	737	2,497	2,280	867

Other Flight Training

This category covers miscellaneous types of flight training, including flight familiarization and other flight programs, which were not previously included in undergraduate pilot or navigator training. Load data are displayed in Table VI-9.

The Army includes courses for instructor pilots and specific aircraft pilot qualification courses in this category. Most of the courses are short, in the range of two to seven weeks.

The Navy Other Flight Training workload is composed mainly of instructor ground school training courses. Prospective instructors are taught unique techniques employed in the training of flight students. These courses are the Flight Instructor Training Course (FITC) and the Academic Instructor Training School (AITS). Jet transition training for designated aviators not qualified in jet aircraft is also included in this category, as are indoctrination flights for U. S. Naval Academy and NROTC midshipmen. For this report, the Navy included Midshipmen T-34C, Midshipmen TH-57, and Aircrew Coordination Training Instructors in Table VI-9.

The Air Force screens its pilot candidates in a 5-week Enhanced Flight Screening (EFS) program. The T-3 Firefly was the aircraft used for this program, however, it was grounded in July 1997, and placed on "minimum maintenance" status in August 1998. In December 1998, AETC implemented a new program to accomplish similar goals. Pilot candidates are now offered "Introduction to Flight Training" (IFT). IFT is a 40 hour FAA FAR Part 61 or Part 141 program (minimum 1 hour solo) flown with local civilian flight schools, aero clubs, or Fixed Based Operators (FBOs). Pilot candidates must now either complete IFT or possess a Private Pilot License (PPL) prior to entry into Specialized Undergraduate Pilot Training (SUPT).

TABLE VI-9. Training Input, Output, and Load Other Flight Training					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	263	230	1,835	1,876	294
Reserve	10	7	120	122	18
National Guard	65	69	642	636	96
Navy					
Active	39	49	2,085	2,085	57
Air Force					
Active	195	161	925	888	215
Reserve	28	24	96	107	30
National Guard	10	16	132	124	24
DoD					
Active	497	440	4,845	4,849	566
Reserve/Guard	113	116	990	989	168
Total	610	556	5,835	5,838	734

NOTE: Other Flight Training consists of Flight Familiarization Training, Advanced Flight Training and Other Flight Training.

The balance of the Air Force Other Flight Training workload is limited largely to instructor courses for pilots and navigators. Additionally, the Air Education and Training Command conducts some specialized courses. Included among these are Fixed Wing Qualification, Banked Pilot Requalification, and Medical Officers Training.

In each of the Services, graduates of undergraduate pilot and undergraduate navigator training receive supplementary training in the specific aircraft they will be flying on operational missions. Emphasis is placed on crew training and performance under conditions that would be encountered in combat. In the Army, most of this training is provided as part of normal unit training by the operational unit to which the new pilot is assigned. In the other Services, Navy or Marine fleet readiness squadrons, Marine combat crew readiness training squadrons, and Air Force combat crew training squadrons provide this additional training. As an exception, centrally conducted Army advanced flight training loads are included within Other Flight Training loads. However, most such training is classified as "crew and unit training" by the Navy, Marine Corps and Air Force and is not included in the loads of this report.

Determination of Requirements for Rated Officers

Flight Training rates are developed by comparing projections of future requirements for rated officers with projections of the future status of inventories of both Reserve and Active duty rated officers. Consideration is given to the need to have sufficient active duty aviators on hand, in appropriate grades. Requirements for rated officers include both the numbers needed to man the force in peacetime and the additional increment needed to sustain the force when war breaks out. For analytical purposes, aviator requirements are divided into two parts: unit and individuals. Requirements for aviators for each of these categories are computed to meet both peacetime needs and wartime mobilization needs.

Unit requirements represent the number of rated officers needed to carry out operational, training and management activities for programmed units. Each such authorized position (that is, military space or billet) requires a rated officer as an incumbent in order to carry out the functions of the job, either because the job involves flying duties i.e., "operational flying" positions as defined for purposes of the Aviation Career Incentive Act of 1974, or requires flying experience. Other positions that may be occupied by rated officers for career broadening or similar purposes, but that do not require rated officer incumbents for accomplishing the duties, are not included. Unit requirements have three subcomponents: force, training, and supervision.

- Force requirements are the positions required to man and operate the Services' aircraft. The number of force positions is a product of established crew ratios (the number of crews per aircraft), which take into account workload (flying hour) and readiness factors and the amount of mission flying and unit flight training that is necessary.
- Training positions include the flyers that are conducting formal flight training.
- The supervision component is made up of officer positions entailing actual supervision of flying and flight-related activities and the performance of staff jobs that require the expertise of a rated officer. These positions are continuously scrutinized by the services to assure that rated requirements are valid.

Individual requirements include the transients, students and other individuals needed to make it possible to provide for reasonable manning of positions in units.

Rated Officer Inventory Projections

Projecting rated officer inventories into the future must be based on historical experience, current judgment and an appraisal of how the officers will react to conditions in the future (for example: pay, morale, state of the civilian economy, civilian airline hiring plans and family satisfaction with service life). These estimates are projected for at least five years in the future. Comparisons of total force inventories of rated officers are then made against the computed total force requirements, and training rates for the entire five-year period are adjusted. This process is repeated each year so that adjustments can be made in training rates based on changes in requirements and/or updated inventory projections. This continuing process of adjustment is necessary to insure that the correct number of trained rated officers will be available in the future without large and expensive fluctuations in training rates.

Training Rate Adjustments

When a comparison of requirements and inventories discloses a shortage or overage of projected rated officers, training rates are adjusted upward or downward in order to bring the program back into balance. For example, if projected FY 2005 pilot requirements exceed projected inventories by 500, an increase in training rates (that is, output or production) of pilots of 100 per year starting in FY 2001 may be appropriate. Inputs into the training program would start in FY 2001 in order to obtain the first increase in desired output in FY 2002. This re-evaluation process is repeated at least once each year, with adjustments made as necessary to avoid wide fluctuations in loads.

Determination of Training Loads

The process described above, through continuous updating of the comparison between projected rated officer requirements and inventories, leads to a requirement for phased output from the flight training establishment. The desired annual output, considering the anticipated attrition rates and the planned course lengths, as discussed in the preceding sections on the various types of flight training, establishes the size of the input necessary to achieve the target output. Training loads are then calculated using these factors to determine the average number of students to be on hand during the training year. The currently recommended loads are those displayed previously in this chapter.

Chapter VII

PROFESSIONAL DEVELOPMENT EDUCATION

General Description

The purpose of Professional Development Education is to provide training and education to career military personnel to prepare them to perform increasingly complex responsibilities as they progress in their military careers. Where Specialized Skill Training is directed toward specific job skills, Professional Development Education is concerned with broader professional development goals in such subjects as leadership and management, military science, engineering and medicine. Professional Development Education is conducted at both military and civilian institutions. This category includes senior enlisted leadership training in recognition of the broad professional content of these courses, as opposed to the narrower skill-oriented training typical of most enlisted training programs.

Education in the military is fundamental to the development of military officers, enabling them to become fully qualified to perform duties of high responsibility in both war and peace. In most non-military professions, growth in ability and knowledge is gained through experience. In the military, opportunities for full practice of the profession are limited to wartime, and even those officers with combat experience have not had the opportunity for thorough exercise of warfare decision skills at their current rank and responsibility. The military school system serves partially to fill this shortfall by educating military officers in the skills and knowledge needed to perform their duties in a variety of locales and situations, both in peacetime and wartime.

Training loads for FY 1996 through FY 2001 are as shown in Table VII-1. The total loads in the table show a considerable disparity among the Services in amounts of Professional Development Education. These disparities are more apparent than real, and are related mainly to different ways Services categorize education and training programs that include specific branch or job-specific training content.

The first three subcategories of Professional Development Education are officer professional military development programs. These programs are at three levels: career, intermediate and senior. In addition to regular courses for Active Force officers, most schools in this category present non-resident courses and short

seminars. Large numbers of Reserve Component officers and other military students are provided instruction through correspondence courses.

TABLE VII-1. Professional Development Education Training Loads						
Service						
Component	FY96	FY97	FY98	FY99	FY00	FY01
Army						
Active	2,848	3,990	4,148	3,946	3,784	4,129
Reserve	61	59	77	82	96	89
National Guard	69	69	87	74	84	80
Navy						
Active	1,981	1,934	1,709	1,700	1,587	1,698
Reserve	22	22	23	17	23	12
Marine Corps						
Active	1,182	1,590	1,493	1,280	1,211	1,511
Reserve	20	64	45	13	21	38
Air Force						
Active	4,038	4,201	4,305	4,923	4,066	4,488
Reserve	164	195	194	207	157	137
National Guard	177	203	173	190	156	201
Total						
Active	10,049	11,715	11,655	11,849	10,648	11,826
Reserve/Guard	513	612	599	583	537	557
Total	10,562	12,327	12,254	12,432	11,185	12,383

Professional Military Education (PME) is the systematic and comprehensive process of developing the skills, knowledge, and military judgment required to deal with the increasingly complex responsibilities associated with the duties and responsibilities of higher grades. In contrast to specific job or billet-related skills, PME is the life-long study of the profession of arms within the framework of military operations. PME is acquired through structured self-study, professional reading, symposia, formal schools attendance and experiences gained in duty assignments. The purpose of PME is to assist all Service members in fulfilling their personal goals and responsibilities for achieving operational competence.

Career Officer Professional Schools

The Marine Corps and Air Force conduct career officer professional courses for officers with some experience in operational units. These courses are Service-wide in scope and are, therefore, carried in this report under Professional Development Education. The Army and Navy conduct courses that are on a similar level, but are oriented toward specific branch or job skills, e.g., the Navy's Surface Warfare Officer's Course, or somewhat broader skills within a specific part of the Service, e.g., the Army's Armor Officer Advanced Course. The Army and Navy courses, because of their specialization, are treated in this report as part of Specialized Skill Training.

The Marine Corps Amphibious Warfare School prepares captains for duties in battalion or squadron command or on regimental level staffs. The course length is 40 weeks. The Air Force Squadron Officer School is a seven-week primary level course designed for captains to improve their professional competence and inspire their dedication to the profession of arms.

The training load data associated with these Marine and Air Force courses is displayed in Table VII-2.

TABLE VII-2. Training Input, Output, and Load Career Officer Professional Schools					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Marine Corps					
Active	80	151	241	241	142
Reserve	0	0	14	14	3
Air Force					
Active	398	488	3,944	3,944	513
Reserve	15	9	114	114	15
National Guard	15	8	114	114	15
DoD					
Active	478	639	4,185	4,185	655
Reserve/Guard	30	17	242	242	33
Total	508	656	4,427	4,427	688

Intermediate Service Schools

Each of the Services maintains a Command and Staff College. While there are differences in approach and curriculum based on the requirements of the parent Service, each of the courses is designed to prepare officers for command and staff duties in all echelons of their parent Services and in joint or allied commands. A relatively small number of officers from each Service attend one of the Command and Staff Colleges of the other Services and a few attend Allied schools at the same level. Attendance at the Intermediate Service Schools is on a select basis. The following table lists the Command and Staff Colleges and their respective course length in weeks.

TABLE VII-3. Intermediate Service Schools		
Schools	Location	Course Length (weeks)
Army Command And General Staff College	Fort Leavenworth, KS	39.7
College of Naval Command and Staff	Newport, RI	37.8
Marine Corps Command and Staff College	Quantico, VA	43.6
Air Command and Staff College	Montgomery, AL	43.0
Armed Forces Staff College	Norfolk, VA	12.0

NOTE: USMC Command and Staff College had been reported in error as 32 weeks in the FY 2000 Military Manpower Training Report (MMTR).

Load data for military personnel attending Intermediate Service Schools is shown in the following table.

TABLE VII-4. Training Input, Output, and Load Intermediate Service Schools					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	710	714	865	868	707
Reserve	16	15	34	32	14
National Guard	16	16	34	34	16
Navy					
Active	185	186	1,038	1,034	204
Reserve	2	5	0	4	2
Marine Corps					
Active	179	172	454	454	162
Reserve	9	0	32	32	4
Air Force					
Active	460	476	726	726	472
Reserve	8	8	12	12	8
National Guard	5	7	12	12	8
DoD					
Active	1,534	1,548	3,083	3,082	1,545
Reserve/Guard	56	51	124	126	52
Total	1,590	1,599	3,207	3,208	1,597

Senior Service Colleges

Each of the services maintains a senior officers Service School or "War College." In addition, the National Defense University, offers two joint Senior Service colleges, The National War College and the Industrial College of the Armed Forces. Students from all four Services attend these colleges. Senior Service College attendance is highly selective and students are chosen by Service selection boards from among the most promising officers in the lieutenant colonel/colonel, and commander/captain grades.

The common purpose of these Senior Service Colleges is to prepare students for senior command and staff positions at the highest levels in the national security establishment and the allied command structure. The unifying focus is the study

of national goals and national security policy. Each of the Service colleges, while concentrating on the employment of the parent Service in the defense mission, also includes the study of the employment of the forces of other Services.

All of the colleges integrate the study of the economic, scientific, political, sociological and other factors into the consideration of national security issues. The Industrial College of the Armed Forces, in its approach to national security issues, emphasizes the use and management of national resources. The length of the principal courses at the Senior Service College is 10 months. Most colleges also conduct shorter special-purpose seminar-type courses, some particularly designed for Reserve Component officers. Use of these short courses is greatest in the Navy. Load data for the Senior Service Colleges is shown in the following table.

TABLE VII-5. Training Input, Output, and Load Senior Service Colleges					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	305	331	1,121	1,044	324
Reserve	40	49	357	333	44
National Guard	50	59	464	438	55
Navy					
Active	82	62	114	107	103
Reserve	7	11	0	4	1
Marine Corps					
Active	69	66	124	124	66
Reserve	4	2	104	104	3
Air Force					
Active	233	227	272	272	231
Reserve	9	9	11	11	9
National Guard	12	14	17	17	14
DoD					
Active	689	686	1,631	1,547	724
Reserve/Guard	122	144	953	907	126
Total	811	830	2,584	2,454	850

Enlisted Leadership Training

Courses included in this category are designed to provide selected senior enlisted personnel the skills and knowledge needed to assume the responsibilities of the highest non-commissioned officer grades. These courses are the culmination of formal enlisted training and are, for enlisted personnel, analogous to the officer courses discussed in the preceding sections. In addition to such subjects as methods of leadership, human relations, discipline and training, and the administration and employment of military organizations, these higher level schools provide senior non-commissioned officers a broader perspective of the role and functions of their Services. Schools, locations and course length in weeks are shown in Table VII-6.

TABLE VII-6. Enlisted Leadership Training Courses		
Schools	Location	Length (wks)
Army: Sergeants Major Academy	Fort Bliss, TX	38
Advanced NCO (ANCOC)	TRADOC-wide	4 to 20
Basic NCO (BNCOC)	TRADOC-wide	6 to 19
Primary Leadership Development Course (PLDC)	Army-wide	4
Navy: Senior Enlisted Academy	Newport, RI	9
Marine Corps: Senior Level	Quantico, VA	1
Staff NCO Academy (Career Course)	Quantico, VA	7
	Camp Lejeune, NC	7
	Okinawa, JA	7
	El Toro, CA	7
	El Toro, CA	8
Staff NCO Academy (Advanced Course)	Camp Lejeune, NC	8
	Quantico, VA	8
	Okinawa, JA	8
	Quantico, VA	5
	Camp Lejeune, NC	5
Sergeant Course	Okinawa, JA	5
	El Toro, CA	5
	Twentynine Palms, CA	5
	Hawaii	5
Air Force:		
AF Senior NCO Academy	Gunter Annex, AL	7
NCO Academies	13 Worldwide	8
AF Airman Leadership School	70 Worldwide	4

Other enlisted leadership training for more junior noncommissioned officers is carried in Specialized Skill Training (except for the Air Force). This includes command sponsored NCO academies, for example. This training tends to be more skill related for specific types of specialized leadership responsibilities. The senior enlisted leadership training discussed in this chapter is more properly thought of as Professional Development Education in a broader sense. All enlisted Air Force PME is not skill related, but focuses on leadership, followership, management and supervisory roles throughout the member's career. All four Military Services now sponsor Senior Enlisted Leadership Academies. In addition, the Air National Guard conducts Professional Military Education courses at McGhee-Tyson Air Base in Knoxville, TN. These courses include Leadership School, NCO Academy, Academy of Military Science and Professional Continuing Education. Army National Guard NCOs and Army Reserve NCOs are trained in the Reserve Component Noncommissioned Officers Education System (RCNCOES), attending courses at the appropriate level of training at Reserve Component Training Institutions. However, the training loads for Reserve Component (RC) institutions are not included within this report. Training loads for enlisted leadership training are shown in Table VII-7.

TABLE VII-7. Training Input, Output, and Load Enlisted Leadership Training					
Service Component	FY99 Load	FY00 Load	Input	FY01 Output	Load
Army					
Active	346	334	600	368	372
Reserve	26	32	33	49	31
National Guard	8	9	10	12	9
Navy					
Active	41	45	250	250	43
Reserve	4	4	20	20	4
Marine Corps					
Active	622	528	6,833	6,748	819
Reserve	0	19	733	732	28
Air Force					
Active	2,201	1,934	23,164	23,050	2,264
Reserve	87	82	860	855	84
National Guard	126	115	1,210	1,200	118
DoD					
Active	3,210	2,841	30,847	30,416	3,498
Reserve/Guard	251	261	2,866	2,868	274
Total	3,461	3,102	33,713	33,284	3,772

Graduate Education Fully Funded, Full Time

The Department of Defense needs military officers with specialized advanced knowledge, which, in some cases, is attainable only through graduate education. Under the program established by Section 2004 of Title 10 United States Code and described in this section, military officers pursue graduate education on a fully funded, full-time basis. A minimum service payback obligation of three years for the first year of schooling and one year for each year after the first is required of all officers entering the program. Services establish maximum pay back periods.

The following table displays training load data for these graduate education programs. All participants are members of the Active Forces.

TABLE VII-8. Training Input, Output, and Load Graduate Education, Fully Funded, Full Time					
	FY99	FY00		FY01	
	Load	Load	Input	Output	Load
Service					
Army	851	608	587	491	954
Navy	873	845	655	439	858
Marine Corps	227	207	114	112	226
Air Force	812	525	424	424	666
Total	2,763	2,185	1,780	1,466	2,704

Officer graduate students attend either a civilian educational institution or one of the two Service institutions, the Naval Postgraduate School or the Air Force Institute of Technology, depending upon where the required education can best be obtained. Curricula in the two Service institutions emphasize military unique courses, such as in logistics management or intelligence operations, and military applications in all other courses. While these schools are primarily used by the parent Services (including Marine Corps use of the Naval Postgraduate School), they also educate some students from other Services. The following table displays student loads for these two schools.

TABLE VII-9. Graduate Education Load at Service Institutions			
	Actuals		Estimate
	FY99	FY00	FY01
Naval Postgraduate School			
Army	113	112	116
Navy	705	687	691
Marine Corps	186	208	208
Air Force	35	31	34
Total	1,039	1,038	1,049
Air Force Institute of Technology			
Army	1	1	1
Navy	0	0	0
Marine Corps	9	8	8
Air Force	1,008	872	864
Total	1,018	881	873

Requirements for graduate-degreed officers depend upon the number of "validated billets," that is; military positions that have been determined to require an incumbent with graduate level education in the applicable academic discipline. The Services examine the duty prerequisites for each billet nominated for validation and determine if the job does, in fact, require an officer with an advanced degree. Requirements for graduate legal education are determined separately.

Other Full Time Education Programs

In addition to the Professional Development Education programs already described there are a variety of other full-time programs tailored to meet the particular needs of the Services. (Health Professions Education programs are briefly discussed in a separate section at the end of this chapter).

Several programs have been designed to permit selected individuals an opportunity to work toward associate, baccalaureate or advanced degrees. These programs benefit the Services in several important ways: they increase the technical qualifications of the individuals in the program; they improve the general educational levels of Service personnel; and they provide career retention and recruiting incentives to outstanding personnel. In addition, to the extent possible, personnel in advanced education programs are later used to satisfy validated requirements and hence reduce the required student load in graduate education for validated billets.

The degree completion programs are managed by the individual Military Departments and each has its own selection criteria. Generally, individuals are not selected for a program unless the education will enhance their professional development and be of use to the Military Department. All of the programs require an active service obligation payback from the individual.

Short course education provides the Military Services with needed skills in a wide variety of scientific, administrative and other fields. These programs are selected to train personnel in job-oriented skills that can best be acquired through abbreviated courses. Accounting, traffic management and aviation safety are examples of skills involved. Some of this training is conducted in DoD schools, some at civilian institutions.

TABLE VII-10. Training Input, Output and Load Other Full Time Education Programs					
Service Component	FY99 Load	FY00 Load	FY01 Input	FY01 Output	Load
Army					
Active	312	375	395	416	350
Navy					
Active	159	151	2,835	2,842	134
Reserve	4	3	339	338	5
Marine Corps					
Active	103	87	65	51	96
Air Force					
Active	838	377	7,265	7,265	300
Reserve	40	49	605	605	21
National Guard	32	12	1,302	1,302	46
DoD					
Active	1,412	990	10,560	10,574	880
Reserve/Guard	76	64	2,246	2,245	72
Total	1,488	1,054	12,806	12,819	952

Health Professions Education

This subcategory is made up of a wide variety of courses for personnel of all health professions; physicians, dentists, nurses, medical administrators, and so

forth. The majority of the courses offered are conducted in military facilities and varies in length from a few days to a full year. Some training is conducted at civilian medical institutions and, in the case of the Army, includes some advanced degree programs. The purpose of Health Professions Education is to expand the skills of military medical personnel and to provide them timely information on the latest techniques in their fields. In this category, the Army and Navy provide long-term training. The Air Force relies on short courses. Educational programs connected with the acquisition of health professionals are carried in this report under Officer Acquisition Training. The following table shows load data for Health Professions Education Programs.

TABLE VII-11. Training Input, Output and Load Health Profession Education					
	FY99	FY00	FY01		
	Load	Load	Input	Output	Load
Service					
Army	1,422	1,422	398	385	1,422
Navy	360	298	354	268	356
Air Force	29	39	2,000	2,000	42
Total	1,811	1,759	2,752	2,653	1,820

Chapter VIII

TRAINING MANPOWER

General Description

Manpower associated with the individual training mission in the Department of Defense can be divided into two parts: (1) trainees and students being trained, and (2) military and civilian manpower conducting and supporting the training. These two different classes of manpower are discussed and explained in this chapter.

Trainees and Students

Manpower undergoing training in the Defense training establishment is defined and quantified in three different ways, each of which serves a somewhat different purpose with regard to manpower accounting and resource allocation.

- **Training Loads.** These are the "military training student loads" and were detailed by component in Chapters III through VII of this report. Training Loads represent the number of military trainees, students and cadets of each Service and component in training during a given fiscal year. Training loads include all military manpower of a given Service or component who are undergoing individual training in a centralized school or training center, regardless of whether the training is conducted by the parent Service, one of the other Services, a DoD school, or by an agency or institution outside the Department of Defense, such as a civilian college or university. Training loads also include all military personnel in training regardless of their assignment status. Some trainees and students are assigned in a Permanent Change of Station (PCS) status to the training activity. Others are attending training in a Temporary Duty (TDY) or Temporary Additional Duty (TAD) status while remaining assigned to their parent units. Still others are attending training while in transit from one permanent assignment to another.

Since most courses are much shorter than a year in length, the actual number of students and trainees who enter training (or the number who graduate) is considerably greater than the training load. For example, the total programmed training load for Recruit Training in FY 2001 is 39,133 yet about 225,000 persons will enter Recruit Training and about 208,000 will graduate.

- **Training Workloads.** The total number of trainees and students undergoing training within DoD includes some trainees and students of foreign nations, DoD civilian employees, and members of other departments and agencies of the U.S. Government, notably the Coast Guard. In addition, many U.S. military students and trainees are trained by a Service other than their own. Consequently, the cumulative number of students trained (or to be trained) by

a given Service, or its training workload, usually differs from its training load. For example, the Marine Corps has a programmed Flight Training load of 494 in FY 2001. However, since the training is conducted by other Services, its Flight Training workload is zero. On the other hand, because the Navy trains many personnel from other Services and Coast Guard, foreign students as well as most of its own students, the Navy's Specialized Skill Training workload is higher than its training load.

Training workload, in conjunction with other applicable considerations, is the major determinant of the resources (manpower, funds, material and facilities) required to conduct training. It, rather than training load, is appropriately used in considering the allocation of resources to a Service or a training activity. The training workloads reported in the MMTR are the same as those reported in the ITRR, with the following exceptions: (1) Officer Acquisition for Military Manpower Training Report (MMTR) also includes USUHS and Other Medical Profession Acquisition; (2) Flight Training for the MMTR also includes Advanced Flight training; (3) MMTR includes Professional Development (the ITRR does not); (4) the ITRR includes Southern Command (SOCOM) and Army Reserve Component data (the MMTR does not).

Table VIII-1 displays the programmed military training workloads for each of the Services in FY 2001.

TABLE VIII-1. Training Workloads (Thousands)				
FY01	Army	Navy	Marine Corps	Air Force
Category				
Recruit	15.1	10.0	9.2	4.7
Officer Acquisition	4.8	5.0	0.3	8.0
Specialized Skill	41.0	27.1	7.5	19.1
Flight	1.4	2.7	0.0	2.1
Professional Development Education	2.2	2.2	1.2	2.7
OSUT	9.0	0.0	0.0	0.0
Total	73.5	47.0	18.2	36.6

- **Students, Trainees, and Cadets.** In the Individuals accounts of the Defense Manpower Requirements Report, military manpower is included for each Service as "Trainees and Students" and (except for the Marine Corps) "Cadets". Conceptually, this manpower represents the number of military trainees, students, cadets and midshipmen programmed to be assigned (PCS as opposed to TDY/TAD) for training on the last day of a given fiscal year.

Student, trainee and cadet manpower is similar to training load in that both represent military members of the reporting Service in training status. Nevertheless, there are substantial differences in the way the amount of manpower in these two manpower aggregations is calculated, with the result that the totals are seldom the same. The major reasons for these differences are:

- ◆ Training loads are man-years in training status, whereas trainees, students, and cadets are end strengths, or numbers in training on the last day of the fiscal year. Trainee, student, and cadet numbers are thus affected by the seasonality of enlistment patterns, as described in Chapter III, while the element of seasonality is leveled out in training loads.
- ◆ Training loads include students attending training in a temporary duty (TDY or TAD) status as well as those attending en route training in a PCS status. In the Defense Manpower Requirements Report, TDY and TAD students are carried in the categories of their parent units.

Training loads are a more accurate measure of the amount of training that is needed to meet military requirements than are numbers of trainees, students and cadets.

Manpower in Support of Training

Military and civilian manpower is required to accomplish the individual training mission. This manpower performs all the other tasks necessary to conduct and support individual training conducted in training institutions, i.e., it conducts and supports instruction, operates training bases and facilities, maintains training equipment, produces training aids, provides personal and community services to students, trainees, and other military members, plans and manages training.

ROTC students are not military members in an active duty status and are not included in military manpower training loads. However, ROTC Basic Camp loads are included in the Army Recruit training loads because recruit training instructors and staff support and conduct that training. To be consistent with this treatment of ROTC students, manpower supporting the primary ROTC programs at colleges and universities is not included in Tables VIII-2 through VIII-5.

The following tables summarize manpower in support of training in three general functions: Conduct of Individual Training, Training Base Operating Support, and Management Headquarters. Conduct of Individual Training includes the following types of manpower: instructors, instructional support, school/training center staffs, student supervisors and direct training support such as training aids and literature, audiovisual resources and instructional systems development.

TABLE VIII-2. DoD Manpower in Support of Training, Conduct of Individual Training (End Strength, Thousands)								
	FY98		FY99		FY00		FY01	
	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV
Army	20.7	5.6	19.5	5.2	21.8	5.3	21.9	5.0
Navy	17.4	2.9	24.8	3.2	15.7	2.9	16.8	2.9
Marine Corps	9.6	0.2	9.6	0.2	9.6	0.2	9.6	0.2
Air Force	10.9	4.1	13.7	4.5	11.1	4.2	11.4	4.1
Total	58.6	12.8	67.6	13.1	58.2	12.6	59.7	12.2

TABLE VIII-3. DoD Manpower in Support of Training, Base Operating Support (End Strength, Thousands)								
	FY98		FY99		FY00		FY01	
	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV
Army	9.5	12.1	8.3	11.5	7.5	10.9	6.8	10.1
Navy	2.7	4.9	2.3	3.3	1.3	2.9	1.2	2.8
Marine Corps	2.5	1.6	2.5	1.5	2.5	1.5	2.5	1.4
Air Force	5.8	5.4	6.4	5.3	4.7	5.0	4.4	5.0
Total	20.5	24.0	19.5	21.6	16.0	20.3	14.9	19.3

TABLE VIII-4. DoD Manpower in Support of Training, Management Headquarters (End Strength, Thousands)								
	FY98		FY99		FY00		FY01	
	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV
Army	0.3	0.7	0.3	0.5	0.3	0.6	0.2	0.5
Navy	0.1	0.2	0.1	0.2	0.1	0.2	0.1	0.2
Marine Corps	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Air Force	0.7	0.6	0.8	0.5	0.7	0.5	0.7	0.4
Total	1.1	1.5	1.2	1.2	1.1	1.3	1.0	1.1

TABLE VIII-5. DoD Manpower in Support of Training, All Functions (End Strength, Thousands)								
	FY98		FY99		FY00		FY01	
	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV
Army	30.5	18.3	28.1	17.3	29.6	16.7	28.9	15.7
Navy	20.2	8.0	27.1	6.7	17.1	6.0	18.2	5.9
Marine Corps	12.1	1.8	12.1	1.7	12.0	1.7	12.0	1.6
Air Force	17.5	10.1	20.9	10.3	16.5	9.7	16.5	9.5
Total	80.3	38.2	88.2	36.0	75.2	34.1	75.6	32.7

The Services' estimates of training attributable manpower include some staff and support manpower that do not contribute to the production of student output and loads. This manpower is reported as training resources in the Future Years Defense Program (FYDP) because they belong to organizations and units with a primary mission of training. The majority of the non-training attributable manpower is that portion of Base Operating Support (BOS) needed to support non-training tenant activities at training installations.

Table VIII-6 shows changes in total military and civilian manpower in support of training between FY 1990 and FY 2001

TABLE VIII-6. Manpower in Support of Training, DoD Total, by General Function (End Strength, Thousands)								
	FY90			FY01			TOT	Percent Change
	MIL	CIV	TOT	MIL	CIV	TOT		Total Manpower FY01/90
Conduct of Individual Training	79.0	14.9	93.9	59.7	12.2	71.9	71.0	-23.4%
Operating Support Training	33.5	36.3	69.8	14.9	19.3	34.2	32.4	-51.0%
Headquarters	1.5	1.4	2.9	1.0	1.2	2.2	2.2	-24.1%
Total	114.0	52.6	166.6	75.6	32.7	108.3	105.6	-35.0%

As Table VIII-6 shows, the total military and civilian manpower in support of active training institutions has decreased 35 percent between FY 1990 and FY2001.

As shown in Tables VIII-7 and VIII-8, training workloads will be 23 percent lower in FY 2001 than in FY 1990.

TABLE VIII-7. Training Workload Trends (Thousands)			
	FY90		% Change
	FY01		FY01/90
Army	106.6	73.4	-31.1%
Navy	64.6	47.1	-27.1%
Marine Corps	21.6	18.1	-16.2%
Air Force	35.0	36.5	4.3%
Total	227.8	175.1	-23.1%

TABLE VIII-8. Training Manpower and Training Workload Trends (Thousands)			
	FY90	FY01	% Change FY01/90
Manpower in Support of Training	167	108	-35.0%
Training Workloads	227.8	175.2	-23.1%

Training Manpower Detailed by Service and Type of Training

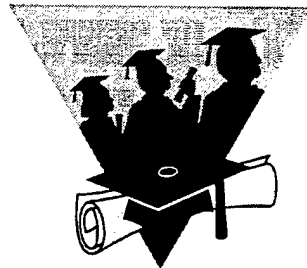
Table VIII-9 shows the manpower required to support FY 2001 training workloads by Service and training activity.

As was noted early in this chapter, training workloads, in conjunction with other factors, are the determinants of the resources required to conduct training. The workload/resource relationship is not a simple one, but depends upon the nature of training and training support involved. For example, Flight Training normally requires a great deal of support manpower for aircraft maintenance and weapons training requires close instructor supervision for safety considerations.

TABLE VIII-9. Training Manpower by Service and Type of Training (Thousands)										
FY01	Army		Navy		Marine Corps		Air Force		Total	
	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV	MIL	CIV
Recruit	2.7	0.1	1.2	0.0	2.9	0.0	0.4	0.0	7.2	0.1
Officer Acquisition	0.7	0.8	0.7	0.7	1.0	0.0	0.9	0.8	3.3	2.3
Specialized Skill	13.6	3.3	12.6	0.9	4.7	0.1	6.5	1.6	37.4	5.9
Flight	1.0	0.2	1.8	0.3	0.7	0.0	2.0	1.3	5.5	1.8
Professional Development	0.7	0.4	0.5	1.0	0.3	0.0	1.5	0.5	3.0	1.9
Army One-Station Unit	3.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	3.2	0.2
Direct Support	2.8	1.6	0.0	0.4	0.0	0.1	0.7	0.3	3.5	2.4
Base Support	4.0	8.6	1.2	2.4	2.5	1.3	3.7	4.6	11.4	16.9
Management Headquarters	0.2	0.5	0.1	0.2	0.0	0.0	0.7	0.4	1.0	1.1
Total	28.9	15.7	18.1	5.9	12.1	1.5	16.4	9.5	75.5	32.6

Service estimates of training manpower include some staff and support manpower that do not contribute directly to the production of student output and loads but are reported as training resources in the Future Years Defense Plan (FYDP) because they belong to larger organizations with a primary training mission.

Manpower data in the six categories of training, i.e., Recruit through One-Station Unit Training, includes instructors, school/training center staffs and student supervisors. Direct training support includes such tasks as training aids and literature, audiovisual resources, and instructional systems development.



Chapter IX

TRAINING MANAGEMENT and FUNDING

General Description

Chapters III through VII of this report described and explained military training student loads required for each military component. These student loads represent levels of training effort which require manpower and other resources. The purpose of this chapter is to describe the management of individual/institutional training and the resources (other than manpower - which was covered in Chapter VIII) associated with the conduct of individual training.

Staff Responsibilities

Within the Office of the Secretary of Defense (OSD), staff responsibility for individual training and education policy rests with the Under Secretary of Defense (Personnel and Readiness), with a strong influence over the allocation and use of resources being exercised by the Under Secretary of Defense (Comptroller). These two offices work closely together in the staff supervision of DoD individual training and education. The OSD role is generally one of policy formulation, allocation of resources, overview of Service training programs and coordination among the Services.

Within each Service headquarters a principal staff officer has responsibility for individual training. Other staff members may have primary responsibility for certain types of training, for example, a Service Surgeon General for professional medical training. Other staff members have collateral responsibilities for the allocation of manpower and funds to the training function.

Primary responsibility on the Army staff for individual training rests with the Deputy Chief of Staff for Operations and Plans and his subordinate, the Director of Training. Within the Navy, the principal staff officer is the Deputy Chief of Naval Operations for Manpower, Personnel, and Training. The Commanding General for Training and Education Command (TECOM) acts as the principal training advisor the Commandant of the Marine Corps, through the Commanding General, Marine Corps Combat Development Command (MCCDC). TECOM was established in July 2000, and simultaneously all Marine Corps training and education related activities were realigned under Training and Education Command. TECOM will remain subordinate to the Marine Corps Combat Development Command. Within the Air Force, the Director of Personnel Programs, under the Deputy Chief of Staff for Personnel, has staff responsibility for individual training.

Training Command Management

Detailed management of individual training is carried out by the four Military Services. Each of the Services, except the Marine Corps, has a training commander immediately subordinate to the Service chief who is responsible for most of the individual training conducted within that Service. Some individual training is managed directly by the Service headquarters. However, the most prevalent pattern of control is through a training command headquarters that manages most Service military schools, training centers and other training facilities. The following Service command headquarters manage most of the individual training conducted by that Service:

- The Army's principal training command is Headquarters, Training and Doctrine Command (TRADOC), located at Fort Monroe, Virginia. TRADOC's control is exercised through training installations and school commanders throughout the United States.
- The Chief of Naval Education and Training (CNET), headquartered in Pensacola, Florida, exercises control of aviation education and training through a subordinate functional commander. For all other education and training under CNET's purview, CNET directly controls training centers, schools, and programs throughout the Navy.
- For the Air Force, Headquarters, Air Education and Training Command at Randolph Air Force Base, Texas, directly controls individual training centers and units.
- For the Marine Corps, the Commanding General Training and Education Command, Quantico, Virginia exercises command, operational control, technical directions, and/or coordination for all Marine Corps formal schools and training centers.

The Service-wide training commands are not responsible for all individual training and education conducted. As already noted, the Surgeons General are responsible for most health professional and medical technical training. Other examples include the Service Academies, which are under the direct supervision of the respective Service Chiefs.

The Services' training command commanders and the Commanding General for the Marine Corps Training and Education Command are also the senior members of the Interservice Training Review Organization (ITRO). The ITRO was formed in 1972 to facilitate cooperative training efforts among the Services. The committees and working groups of the organization perform the detailed analysis which becomes the basis for decisions on the feasibility of consolidation of training courses or other cooperative arrangements.

Institutional Training Funding

In considering training resources, it is important to distinguish between the training loads required by a Service but conducted in part outside the Service, and the workloads representing training conducted by the Service. As discussed in the previous chapter, the workloads, which represent training conducted by a Service, are the basis for resource requirements (manpower, material, facilities and funds) needed to conduct and support the individual training that the Service executes.

Training Funding and Costs

The training costs in this document include funding for military pay and allowances of assigned trainees and students, pay and allowances of military and civilian personnel in support of training, base operating costs, training related activities, training investment costs for construction and procurement, and overhead costs for training administration and command. Certain costs for activities at training installations support non-training missions (such as base operating support for non-training activities on training bases). These non-training costs are embedded in Program 8 and, therefore, are included in the costs shown in the tables in this document. Depreciation costs of training facilities and equipment are not included, although training investment costs estimated for FY 2001, such as procurement and construction costs, are included. This report uses the data in the DoD's Future Year Defense Program (FYDP) as the basis for estimates of the manpower and funds devoted to training and education. All funding displayed in this report is in then-year dollars.

For a given Service, the requirement for funding for training arises from two factors. First is the need to fund the pay and allowances of its own military training student loads, regardless of where or by whom the students are trained. Second, the need to provide for the level of individual training and education effort necessary to meet the Service's commitments to accomplish training for its own and other students.

Funding for individual training is shown each year in Major Force Program (MFP) 8 of the FYDP. A portion of the resources under MFP 8 is not directly related to individual training. The Services sometimes include costs in MFP 8 which support other training and activities in addition to individual institutional military training. These costs are related to audiovisual support, training developments, base operations, real property maintenance, and headquarters management type activities (specific Program Elements are listed in Appendix C).

For comparability, the funding requests associated with ROTC and other non-load training programs are deleted from the following tables. Hence, the following tables report FY 2001 funding estimates that relate to the required FY 2001 training load requirements. Special caution should be exercised in using

these costs for comparisons among Services. Differences in missions among the Services, differing operating and training conditions, and differences in the mix of Service training programs degrade the soundness of comparisons based on aggregated data such as these.

Table IX-1 shows Army funding for individual training by category.

TABLE IX-1. Army Funding of Individual Training (Millions)				
	FY98	FY99	FY00	FY01
Recruit Training	\$357.9	\$332.5	\$321.4	\$356.4
Officer Acquisition Training	150.6	165.9	169.4	173.8
Specialized Skill Training	1,538.7	1,512.0	1,565.7	1,652.0
Flight Training	322.1	367.8	386.7	457.2
Professional Development Education	307.0	316.2	333.0	361.6
Army One-Station Unit Training	272.3	259.2	258.9	271.8
Direct Training Support	407.8	349.2	346.1	367.3
Training Base Support	1,558.3	1,570.0	1,557.0	1,418.0
Training Management Headquarters	61.1	69.9	59.2	60.1
Reserve Pay & Allowance	604.6	673.8	716.9	798.1
Total	\$5,580.4	\$5,616.5	\$5,714.3	\$5,916.3

Within MFP 8, the Army funds the Training and Doctrine Command (TRADOC). This command is responsible for Army-wide requirements for audiovisual and visually based instructional materials used for training individuals or units of the Army as a whole. Training Development activities, under TRADOC, produce resident and non-resident training programs and materials to meet the needs of the Army in the field as well as individual training at the Training Centers and Schools. TRADOC also funds combat development activities. The management of HQ TRADOC is funded by MFP 8 as is the Real Property Maintenance (RPMA) and Base Operations (BASOPS) of all those posts designated as TRADOC installations. Although TRADOC installations may have tenants from other major commands, the RPMA and BASOPS are funded in MFP 8.

Tables IX-2 and IX-3 show Navy and Marine Corps funding for individual training by category.

TABLE IX-2. Navy Funding of Individual Training (Millions)				
	FY98	FY99	FY00	FY01
Recruit Training	\$500.3	\$569.5	\$511.9	\$393.5
Officer Acquisition Training	212.8	219.8	216.6	229.0
Specialized Skill Training	1,534.2	1,736.4	1,711.8	1,464.0
Flight Training	949.5	964.1	1,170.4	1,106.9
Professional Development Education	225.2	245.1	260.3	261.1
Direct Training Support	124.1	164.2	217.4	190.3
Training Base Support	655.4	590.0	602.8	667.2
Training Management Headquarters	23.3	22.9	24.5	24.7
Reserve Pay & Allowance	19.5	19.5	18.1	18.7
Total	\$4,244.3	\$4,531.5	\$4,733.8	\$4,355.4

TABLE IX-3. Marine Corps Funding of Individual Training (Millions)				
	FY98	FY99	FY00	FY01
Recruit Training	\$495.4	\$442.0	\$454.4	\$377.4
Officer Acquisition Training	41.1	42.2	45.1	49.4
Specialized Skill Training	554.7	683.7	710.7	716.7
Flight Training	91.3	74.4	78.7	85.5
Professional Development Education	69.1	73.2	78.9	75.8
Direct Training Support	58.0	76.8	75.6	74.9
Training Base Support	238.2	262.1	247.9	246.9
Training Management Headquarters	0.5	0.4	0.5	0.5
Reserve Pay & Allowance	100.7	109.7	102.4	98.9
Total	\$1,649.0	\$1,764.5	\$1,794.2	\$1,726.0

Table IX-4 shows Air Force funding for individual training by category.

TABLE IX-4. Air Force Funding of Individual Training (Millions)				
	FY98	FY99	FY00	FY01
Recruit Training	\$155.0	\$182.0	\$189.5	\$176.5
Officer Acquisition Training	172.8	242.3	247.7	214.0
Specialized Skill Training	791.0	850.1	943.3	1,034.9
Flight Training	758.1	920.5	1,081.5	1,178.9
Professional Development Education	306.1	275.2	299.2	342.6
Direct Training Support	69.4	61.8	63.0	71.1
Training Base Support	841.3	902.9	853.8	906.4
Training Management Headquarters	79.2	82.8	81.7	79.0
Reserve Pay & Allowance	266.7	208.5	278.9	217.8
Total	\$3,439.6	\$3,726.1	\$4,038.6	\$4,221.2

The funding tables in this chapter include student and trainee pay and allowances as well as pay and allowances for the staff and support manpower for each Service's training schools. This can produce significant distortions in the use of these aggregates for assessing training efficiency, e.g., in the Marine Corps; significant loads are trained by Army and Navy schools. Appendix A shows a distribution of funds for individual training by Service and appropriation. Funding of individual training for the four military Services is shown in Table IX-5.

**TABLE IX-5. Funding of Individual Training
by Service and Type of Training**
(Millions)

FY01	Army	Navy	Marine Corps	Air Force	Total
Recruit	\$356.4	\$393.5	\$377.4	\$176.5	\$1,303.8
Officer Acquisition	173.8	229.0	49.4	214.0	666.2
Specialized Skill	1,652.0	1,464.0	716.7	1,034.9	4,867.6
Flight	457.2	1,106.9	85.5	1,178.9	2,828.5
Professional Development	361.6	261.1	75.8	342.6	1,041.1
Army One-Station Unit	271.8	0.0	0.0	0.0	271.8
Direct Training Support	367.3	190.3	74.9	71.1	703.6
Base Training Support	1,418.0	667.2	246.9	906.4	3,238.5
Training Management Headquarters	60.1	24.7	0.5	79.0	164.3
Reserve Pay & Allowance	798.1	18.7	98.9	217.8	1,133.5
Total	\$5,916.3	\$4,355.4	\$1,726.0	\$4,221.2	\$16,218.9

Funding estimates in this document include substantial segments of cost, which are not normally sensitive to significant shifts (up to 15 percent) in training load. These include certain command, base, facility, and equipment costs. These "fixed" costs need to be considered in program and budget adjustments because, within a reasonable range of output, they remain approximately the same and do not vary as the training load varies. They change, instead, with decisions to change the manner of accomplishing training, most often through training investment decisions or base realignments and closures.

There are often substantial year-to-year fluctuations in funding for fixed costs. These costs are termed "fixed", not because they do not change from year to year, but because their changes characteristically are not "variable" with changes in workloads from period to period. Funding of these costs reflects significant increases for years in which there are major procurements such as simulators, aircraft, or construction in support of training.

Fixed cost has important implications on funding adjustments for changes in the level of activity or size of a training program. If training funds are to be adequate for the needs of a reduced program, they must be reduced by a smaller proportion than the reduction in training loads in order to account for fixed costs. By the same token, program increases, within reasonable capacity limits, may not require a proportional increase in total program funding.

Appendix A
Individual Training Funding
(\$ Millions)

Summary of Total Funding by Service and Appropriation, FY01

Appropriation	FY01
Army	
Operation and Maintenance	\$2,204.20
Military Personnel	2,768.60
Reserve Personnel	371
National Guard Personnel	427.1
Aircraft Procurement	0.7
Missile Procurement	4.9
Ammunition & Weapon Procurement	20.3
Other Procurement	18.8
Military Construction	100.7
Total Army	\$5,916.30
Navy	
Operation and Maintenance	\$1,444.40
Military Personnel	2,209.90
Reserve Personnel	18.7
Aircraft Procurement	470
Other Procurement	69.9
Military Construction	142.5
Total Navy	\$4,355.40
Marine Corps	
Operation and Maintenance	\$273.00
Military Personnel	1,354.10
Reserve Personnel	98.9
Military Construction	0
Total Marine Corps	\$1,726.00
Air Force	
Operation and Maintenance	\$1,797.50
Military Personnel	1,863.60
Reserve Personnel	65.4
National Guard Personnel	152.4
Aircraft Procurement	251.3
Other Procurement	38.5
Military Construction	52.4
Research & Development	0
Total Air Force	\$4,221.10
Grand Total	\$16,218.80

Appendix A
Individual Training Funding
(\$ Millions)

O&M Funding for Training and Education by Category and Service, FY01

	FY01 Estimate
Recruit Training	
Army (1)	22.5
Navy	6.6
Marine Corps	10.7
Air Force	4.3
Total	44.1
Officer Acquisition	
Army	64.9
Navy	90.1
Marine Corps	0.3
Air Force	68.2
Total	223.5
Specialized Skill Training	
Army	311.5
Navy	236.5
Marine Corps	33.0
Air Force	243.6
Total	824.6
Flight Training	
Army	323.4
Navy	342.6
Marine Corps	0.2
Air Force	626.0
Total	1,292.2
Professional Development	
Army	100.3
Navy	107.6
Marine Corps	7.9
Air Force	105.4
Total	321.2
Direct Training Support	
Army	225.7
Navy	178.0
Marine Corps	74.7
Air Force	32.3
Total	510.7

Appendix A
Individual Training Funding
(\$ Millions)

O&M Funding for Training and Education by Category and Service (cont'd)

	FY01 Estimate
Training Base Support	
Army	1,113.9
Navy	465.8
Marine Corps	146.3
Air Force	683.6
Total	2,409.6
Training Management Headquarters	
Army	42.0
Navy	17.2
Air Force	34.2
Total	93.4
Total O&M	
Army	2,204.2
Navy	1,444.4
Marine Corps	273.1
Air Force	1,797.6
Total	5,719.3

- (1) Training Staff End Strength (E/S) includes instructors, school/training center staff, and student supervisors. Does not include manpower for training support, training development, management headquarters, and base operating support

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

A. Recruit Training

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Army ⁽¹⁾			
Fort Benning, GA	3,055	410	23
Fort Jackson, SC ⁽²⁾	9,685	552	2
Fort Knox, KY	3,054	352	11
Fort Leonard Wood, MO ⁽²⁾	2,605	441	19
Fort Sill, OK	2,957	382	0
Navy			
Great Lakes, IL	10,467	1,092	13
Marine Corps ⁽¹⁾			
Parris Island, SC	4,427	1,239	7
San Diego, CA	4,079	1,030	3

- (1) The Army and Marine Corps include ROTC Basic Camp workload in their Recruit Training and workloads.
- (2) Army Recruit Training facilities that train female recruits.

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

B. Officer Acquisition

Facility	Workload	Training Staff End Strength	
		Military	Civilian
Army			
Fort Monmouth, NJ (Prep School)	165	12	18
Ft. Benning, GA (OCS)	162	36	2
West Point, NY (USMA)	4,065	540	113
Navy			
Annapolis, MD	4,172	235	346
Ft. Sam Houston, TX (Medical)	12	5	0
Newport, RI	307	73	26
Pensacola, FL	328	41	6
San Diego, CA (Medical)	21	1	0
Marine Corps			
OCS, Quantico	203	163	2
Air Force			
Colorado Springs, CO (AF Academy Prep Sch)	207	30	10

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

C. Specialized Skill Training

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Army			
Aberdeen Proving Ground, MD (Ordnance School)	2,589	644	163
DLI-FLC, Monterey, CA	3,191	212	892
Fort Benning, GA	2,966	2,086	179
Fort Bliss, TX	1,134	848	158
Fort Eustis, VA	2,094	750	211
Fort Gordon, GA	4,008	899	196
Fort Huachuca, AZ (1)	2,733	1,043	115
Fort Jackson, SC	3,117	752	82
Fort Knox, KY	1,398	2,080	184
Fort Leavenworth, KS	503	80	8
Fort Lee, VA	4,716	718	234
Fort Leonard Wood, MO	3,715	1,244	187
Fort Rucker, AL	885	282	112
Fort Sill, OK	1,600	890	89
OMMCS Redstone, Arsenal, AL	1,616	629	182
Navy			
Athens, GA	293	40	15
Bangor, WA	462	381	51
Bethesda, MD (Medical)	55	39	4
Camp Lejeune, NC (Medical)	38	38	0
Camp Pendleton, CA	107	0	1
Camp Pendleton, CA (Medical)	124	44	0
Charleston, SC	2,918	862	0
Cherry Point, NC	242	6	1
Dam Neck, VA	1,445	1,220	93
Ft. Walton Beach, FL	264	125	14
Great Lakes, IL	4,742	1,078	55
Great Lakes, IL (Medical)	920	112	1
Groton, CT	1,033	633	16
Groton, CT (Medical)	39	23	1
Gulfport, MS	431	203	29
Houston, TX (Medical)	59	11	0
Ingleside, TX	109	75	5
Jacksonville, FL	179	217	2
Kings Bay, GA	348	308	38
Lemoore, CA	186	137	6
Mayport, FL	186	137	6
Meridian, MS	512	69	16
Newport, RI	710	353	37

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

C. Specialized Skill Training (cont'd)

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Navy (cont'd)			
Panama City, FL	165	196	13
Pearl Harbor, HI	214	205	19
Pensacola, FL	4,652	1,339	263
Pensacola, FL (Medical)	77	31	6
Port Hueneme, CA	325	95	44
Portsmouth, VA (Medical)	245	52	2
San Diego, CA	1,909	1,547	121
San Diego, CA (Medical)	453	92	6
Schenectady, NY	548	523	0
Whidbey Island, WA	107	156	2
Wichita Falls, TX (Medical)	259	44	0
Yorktown, VA (Medical)	48	12	0
Marine Corps			
MCAGCC, 29 Palms, CA	1,289	628	74
MCB, Camp Lejune, NC	1,346	1,202	49
MCB, Camp Pendleton, CA	571	826	6
MCCDC, Quantico, VA	720	1,102	17
MCRD, Paris Island, SC	57	14	0
MCRD, San Diego, CA	277	48	1
Air Force			
Goodfellow AFB, TX	3,108	615	72
Keesler AFB, MS	5,283	1,023	517
Lackland AFB, TX	4,220	738	160
Sheppard AFB, TX (Med)	2,298	350	32

(1) Fort Huachuca includes Army Management Structure Code (AMSCO) 321731, 321733, and 321734.

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

D. Flight Training

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Army			
Fort Rucker, AL (Advance/Graduate)	537	482	74
Fort Rucker, AL (Undergraduate)	866	468	141
Navy			
Corpus Christi, TX	374	362	86
Kingsville, TX	188	251	38
Meridian, MS	148	240	58
Pensacola, FL	1,072	430	115
Whiting Field, FL	776	429	72
Marine Corps			
Corpus Christi, TX (1)	0	90	0
Pensacola, FL (1)	0	640	5
Air Force			
Columbus AFB, MS (2)	435	550	34
Laughlin AFB, TX (4)	431	529	55
Randolph AFB, TX (5)	464	747	66
Sheppard AFB, TX (6)	165	305	34
Vance AFB, OK (3)	418	449	40

- (1) Workload included in Navy Flight Training
- (2) Includes all sources of students (USAF, ANG, AFRC, INTL) for Preflight, T-37, T-38, T-1, and IFF
- (3) Includes all sources of students (USAF, ANG, AFRC, INTL) for Preflight, T-37, T-38, T-1, and FWQ
- (4) Includes all sources of students (USAF, ANG, ARC, INTL) for Preflight, T-37, T-38 and T-1
- (5) Includes all sources of students (USAF, ANG, AFRC, INTL) for Preflight, T-37, T-38, and IFF
- (6) Includes all sources of students (USAF, ANG, AFRC, INTL) for Jet Currency, Flight Screening, IFF, Med Fam T-37, ATM, Theater Ops, and EWO. Includes Air Force inter-service flight training staff assets at Fort Rucker, Corpus Christi, Corry Station Pensacola, and Whiting Field.

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

E. Professional Development Education

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Army			
Fort Bliss, TX	872	171	13
Fort Leavenworth, KS	947	237	88
Navy			
Monterey, CA	1,353	58	334
Newport, RI	419	64	108
Norfolk, VA	227	51	19
Marine Corps			
MCCDC, Quantico, VA	425	139	38
MCB, Camp Lejuene, NC (SNCO)	183	46	0
MCB, Camp Pendleton, CA	165	46	0
MCB, Camp Butler JA	84	34	0
MCAS, Kaneohe Bay	16	15	0
MCAGCC, 29 Palms, CA (NCO)	61	19	0
Noncommissioned Officer Academies			
ANG McGhee Tyson, TN	93	24	0
Elmendorf AFB, AK	21	9	0
Goodfellow AFB, TX	56	12	0
Hickam AFB, HI	26	7	0
Kadena Air Base, Japan	46	13	0
Kapaun Air Base, GE	103	21	0
Keesler AFB, MS	117	18	0
Kirtland AFB, NM	43	14	0
Lackland AFB, TX	117	25	0
McGuire AFB, NJ	89	18	0
Peterson AFB, CO	70	19	0
Robins AFB, GA	55	12	0
Tyndall AFB, FL	58	18	0
Airman Leadership School			
Altus AFB, OK	7	4	0
Anderson Air Base, GU	12	3	0
Andrews AFB, MD	8	6	0
Aviano Air Base, IT	33	6	0
Barksdale AFB, LA	19	6	0
Beale AFB, CA	12	4	0
Bolling AFB, DC	8	4	0
Cannon AFB, NM	12	4	0

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

E. Professional Development Education (continued)

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Airman Leadership School (cont'd)			
Charleston AFB, SC	14	6	0
Davis-Monthan AFB, AZ	12	4	0
Dover AFB, DE	12	6	0
Dyess AFB, TX	19	6	0
Edward AFB, CA	34	4	0
Eglin AFB, FL	72	6	0
Eielson AFB, AK	11	4	0
Ellsworth AFB, SD	12	4	0
Elmendorf AFB, AK	16	5	0
F. E. Warren AFB, WY	10	3	0
Fairchild AFB, WA	16	6	0
Fort Meade, MD	9	3	0
Goodfellow AFB, TX	6	3	0
Grand Forks AFB, ND	13	6	0
Hanscom AFB, MA	9	3	0
Hickam AFB, HI	20	7	0
Hill AFB, UT	33	5	0
Holloman AFB, NM	12	4	0
Howard, Panama Canal	14	4	0
Hurlburt Field, FL	9	7	0
Incirlik AFB, TU	13	3	0
Kadena AFB, JA	29	6	0
Kapaun Air Base, GE	69	7	0
Keesler AFB, MS	23	4	0
Kelley AFB, TX	46	5	0
Kirtland AFB, NM	8	4	0
Lackland AFB, TX	27	6	0
Langley AFB, VA	19	6	0
Little Rock AFB, AR	23	6	0
Luke AFB, AZ	24	6	0
MacDill AFB, FL	10	4	0
Malmstrom AFB, MT	10	3	0
Maxwell AFB, AL	15	5	0
McChord AFB, WA	16	6	0
McClellan AFB, CA	19	3	0
McConnel AFB, KS	6	6	0
McGuire AFB, NJ	12	7	0
Minot AFB, ND	12	6	0
Misawa AFB, JA	12	5	0
Moody AFB, GA	12	4	0
Mountain Home AFB, ID	12	4	0

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

E. Professional Development Education (continued)

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Airman Leadership School (cont'd)			
Nellis AFB, NV	19	6	0
Offutt AFB, NE	24	7	0
Patrick AFB, FL	6	3	0
Peterson AFB, CO	16	4	0
Pope AFB, NC	14	4	0
RAF Lakenheath, UK	70	8	0
Randolph AFB, TX	11	4	0
Robins AFB, GA	36	4	0
Scott AFB, IL	11	3	0
Seymour Johnson AFB, NC	12	4	0
Shaw AFB, FL	12	4	0
Sheppard AFB, TX	11	3	0
Spangdahlem Air Base, GE	48	7	0
Tinker/Vance AFB, OK	78	6	0
Travis AFB, CA	23	8	0
Tyndall AFB, FL	21	4	0
USAF Academy, CO	9	3	0
Vandenberg AFB, CA	12	4	0
Whiteman AFB, MO	12	4	0
Wright-Patterson AFB, OH	35	4	0
Yokota Air Base, JA	15	4	0

APPENDIX B
INDIVIDUAL TRAINING WORKLOAD AND TRAINING STAFF ⁽¹⁾
BY TRAINING CATEGORY
FY2001

F. One Station Unit Training (OSUT)

Facility	Training Staff End Strength		
	Workload	Military	Civilian
Army			
Fort Benning, GA	4,536	1,013	28
Fort Knox, KY	1,964	967	78
Fort Leonard Wood, MO (1)(2)(3)	3,587	750	36
Fort Sill, OK	977	467	18

- (1) Fort Leonard Wood includes both MP and Chemical schools
- (2) Facilities open to female soldiers.
- (3) Includes movement of Military Police and Chemical from Fort McClellan to Fort Leonard Wood

Appendix C
Institutional Training
Resource Program Elements

Training Category	Program Element Title	Program Element
Recruit	Recruit Training Units	804711
Officer Acquisition	Service Academies	804721
	OCS/OTS	804722
	Other College Commission Program	804724
	Naval Science Maritime	804725
Specialized Skill	General Skill Training	804731
	General Skill Intelligence Training	804733
	Cryptological Skill Training	804734
	Undergraduate Space Training	804735
Flight	New AETC Aircraft Systems	804740
	Undergraduate Pilot Training	804741
	Undergraduate Navigator Training	804742
	Other Flight Training	804743
	EURO-NATO Joint Jet Pilot Training	804744
	Undergraduate Pilot Training -Strike	804745
	Undergraduate Pilot Training - Maritime	804746
	Undergraduate Pilot Training - Rotary	804747
	Flight Screening	804748
	Instrument Flight Center	804749
Professional Development	Professional Military Education	804751
	Other Professional Education	804752
Multiple Category	Integrated Recruit and Skill Training (OSUT)	804761
Direct Training Support	Support of the Training Establishment	804771
	Training Developments	804772
	ATC/Ground Support Training	804773
	Operational Hq Tech Training	804775
	Operational Headquarters (Flying Training)	804777
Training Base Support	Minor Construction RPM	805776
	Maintenance and Repair RPM	805778
	Real Property Services (RPS) - Training	805779
	Visual Information Activities	805790
	Base Communications	805795
	Base Operations	805796
	Minor Construction RPM - SA	805876

Appendix C
Institutional Training
Resource Program Elements

Training Category	Program Element Title	Program Element
Training Base Support (cont'd)		
	Maintenance and Repair RPM Service Academies (SA)	805878
	Real Property Services (RPS) - SA	805879
	Visual Info Activities - SA	805890
	Base Communications - SA	805895
	Base Operations - SA	805896
Training Management Headquarters		
	Management Headquarters	805798